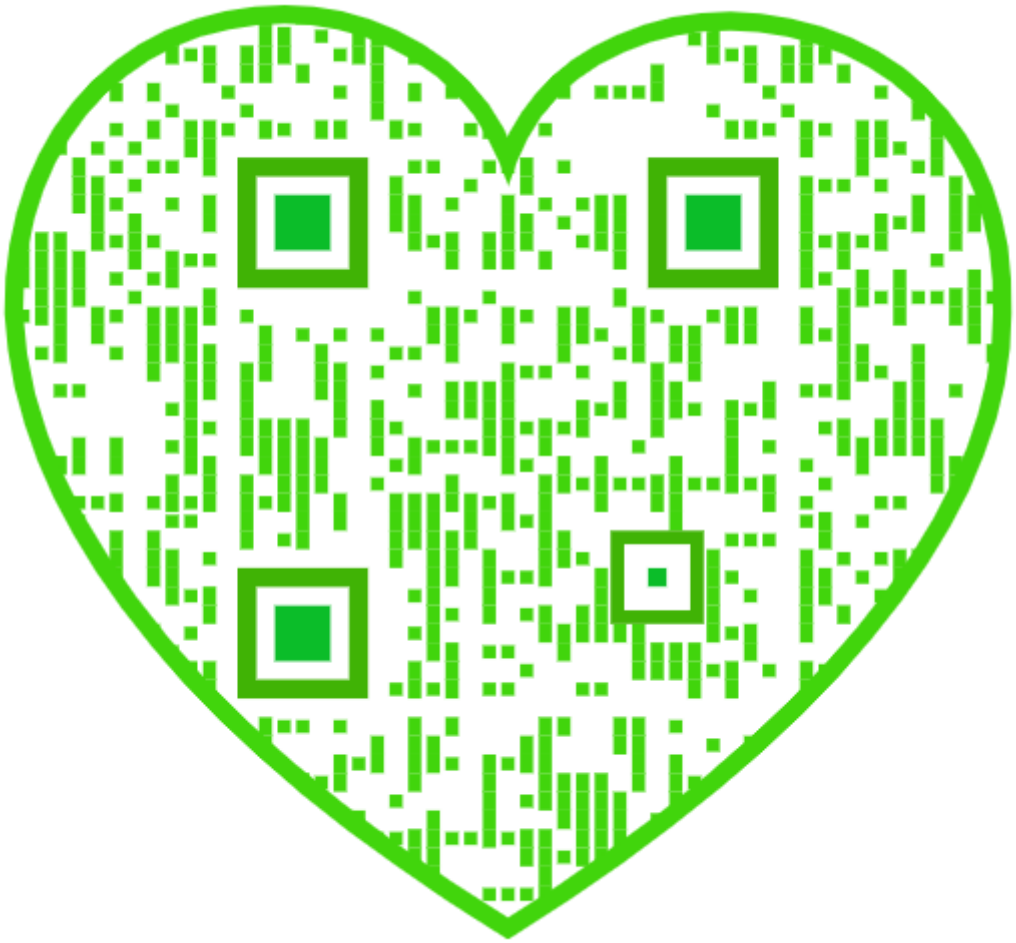

FIRST STEPS IN AMERICANIZATION

A Handbook for Teachers

BY

JOHN J. MAHONEY

Principal State Normal School, Lowell, Mass. Formerly Director of Evening Schools, in Lawrence, Mass., and Cambridge, Mass.

AND

CHARLES M. HERLIHY

Assistant Superintendent of Schools and Director of Evening Schools, Cambridge, Mass.

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FOREWORD

DURING the school-year 1916–17, the State Normal School at Lowell, Massachusetts, acting in coöperation with the Department of University Extension of the State Board of Education, offered an Extension Course for teachers in the teaching of English to immigrants. The eagerness shown by teachers in neighboring cities to avail themselves of this opportunity seemed to indicate that teachers generally might regard as worthy of study a book devoted to a discussion of teaching in this particular field. Hence, this book. It does not pretend to be very exhaustive or very profound. It certainly does not exhaust the topic "Americanization." On the contrary, as its title suggests, it attempts only to discuss the first steps in the Americanization process, namely, the tasks of teaching the immigrant how to talk, to write, and to read. No attempt has been made to treat of naturalization, or civics teaching, or content work of any sort for immi-

grants of an advanced grade. This omission, an intentional one, is prompted by the conviction that the task of teaching the immigrant in the initial stages is an extremely difficult one, and one that we teachers just now know very little about. The upper-grade work with the immigrant is extremely important, to be sure. But on the other hand, it is not so difficult, from the standpoint of method.

An attempt has been made to present the material in this book in a manner that is non-technical. It is hoped that people not especially trained in the art and science of teaching may be able to read it understandingly.

In several places throughout these pages acknowledgments appear of help received from various people who have worked with the immigrant successfully. Especial acknowledgment is here noted of the author's sense of obligation to Miss Alice W. O'Connor, Executive Secretary of the Massachusetts Bureau of Immigration.

JOHN J. MAHONEY

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FIRST STEPS IN AMERICANIZATION

CHAPTER I

THE PROBLEM STATED

THE national census of 1910 shows in round numbers a total of thirteen million foreign-born white persons in the United States. Eight million of these are not only employed in such industries as the manufacture of munitions of war, in building ships, in mining coal, in transportation, but they also constitute the bulk of the workers in these industries, for by figures taken from the Federal Commission on Immigration it is shown that the immigrants pack eighty-five per cent of our meat, mine seventy per cent of our bituminous coal, do seventy-eight per cent of the work in our cotton mills, make ninety-five per cent of our clothing and eighty per cent of our leather. Yet five million of these workers who form so great a proportion of our industrial

strength cannot speak our language and have no conception of our governmental ideals. In the United States there are four million men of military age who have lived here more than five years without taking out first papers for citizenship. There are now seven hundred thousand men of draft age in the United States who cannot read or write in English or in any other language. In our training camps thousands of the draftees cannot understand the commands of their officers and certainly are not cognizant of the ideals for which they are fighting.

In the State of Massachusetts alone there are one million, two hundred thousand foreign-born, one half of whom are from non-English-speaking lands. The foreign-born form one third of the total population of Massachusetts. Their children form a second third. Thus far from the original ideal of a Puritan commonwealth of exclusively English stock has the Bay State traveled.

The presence in our country of such a large number of persons unable to speak the language of the country would constitute, even in the nor-

mal times of peace, a problem of deep national interest. In these times which try men's souls the acuteness of the problem is accentuated a hundred fold. Since the immigrant forms so large and important an element in industry he becomes in war-time a threatening liability unless governmental action or patriotic initiative weld him into a splendid asset. To maintain one fighting unit at the front it requires the labor of seven workers at home. America needs to have every available workman, immigrant or native, as a part of her army to win the war. President Wilson has summed up the situation in saying, "The industrial forces of the country will be a great national army, a noble host engaged in the service of the nation and the world, the efficient friends and saviors of men everywhere."

The very first step in making a unified people back of our fighting line, a zealous industrial army to augment our fighting forces, is to teach the foreigner English. That it is only a first step and not a complete solution of the problem is evident to all except those few souls who feel that the English language has some potent sacra-

mental power to transmute the dross of the Old World into the gold of the New. Knowledge of the English language is no panacea for the ills that befall the foreign-born in his new environment; no magic "open sesame" to complete amalgamation with American ideas and ideals; no touchstone of complete understanding between the unlettered peasant of the hinterland of Europe and the cultured citizen of America; but it is the beginning of all these things. It promises no rosy future of a united people, but it does attempt the solution of the problem when it opens the gate to understanding. There certainly can be no attempt at assimilation without a common language.

Knowledge of the common tongue of his associates protects the immigrant from exploitation. Because of his ignorance of the language the ignorant worker is often defrauded and exploited. Disheartened at his experience with American justice, he becomes potentially disloyal to the country in which he lives. Ability to speak English puts him in a position to get a square deal. Industrial accidents can be pre-

vented in a large degree by the learning of English by the workers. Unable to read the warnings, only imperfectly understanding the oral directions of running dangerous machinery, bewildered by the safety devices, the non-English-speaking worker is a much greater accident risk than the native worker. Once injured he is harder to restore to industry because he is all the more difficult to re-educate to do old things in a new way. He is, therefore, a liability to the industry which employs him. It is assumed that ability to speak English reduces accidents one half. The accidents in a plant are an expense from the viewpoint of compensation payment and also in insurance rates, since there is a greater risk in a plant with a large number of accidents. Aside from the purely monetary cost of accidents there is a great human cost in this scrapping of human machinery and loss of life. More work is spoiled, more tools are ruined by the non-English-speaking worker who cannot understand directions and thus takes a longer time to learn. The labor turn-over — the cost of hiring and dis-

charging — is greatly reduced when the employed have a common medium of speech with their employers. Labor disputes, while not entirely caused by non-English speaking help, are made much more difficult if the settlement of the matter in hand must come through interpreters. The labor agitation of the rankest sort, the I.W.W., breeds in colonies where no English is spoken and where the alien striker puts into his impassioned oratory in his own tongue words and sentiments which he would not dare voice in plain English. Most of the disputes between labor and capital are caused by lack of understanding between the opposing parties. While a common tongue does in no measure guarantee industrial peace, lack of a medium of communication increases the difficulties one hundred fold.

The non-English-speaking person in America is isolated from all intercourse with his English-speaking neighbors, from all contact with governmental or educational ideas of the country in which he lives. He is living in a country of which he forms no component part. He is in America, but not of America. The flames of

national patriotism awake in him no answering spark because he is insulated from their contact by the non-conducting medium of lack of a common tongue. The slogans for the Liberty Loans and War Staving Stamps, which meet the eye on every side, mean no more to him than an equally inspiring statement in Russian would convey to the average American. The immigrant housewife is powerless to aid the Government in conserving food materials because neither the reasons for conservation nor the processes involved are conveyable to her. The requirements of the selective service draft are as Greek to the immigrants. Faulty questionnaires, made through the bungling of an unintelligent interpreter, bring unhappiness and rebellion to the draftee and a dissatisfied soldier into the army.

Easy-going optimists fool themselves into believing that time alone and unaided will solve the language problem without governmental help. Sooner or later, they feel that the immigrant in our midst will acquire the English tongue just by his contact with America. How roseate a dream is such optimism is easily shown. The

non-English-speaking immigrant in most cases has no contact with American life and ideals. He lives in a foreign colony composed of those of his own race. His wants are supplied by those familiar, not only with his language, but with his customs. He lives in "Little Italy," "Little Greece," "Little Poland." His children, to be sure, go to the American school and talk to each other in the language unknown to their parents. Their knowledge of the language opens no door to the parents, but it widens the gulf between the conservation of the Old World ideas and the lawlessness of the New. The children despise the illiterate parent and lose in their newer knowledge the respect of parental authority. Moreover, it is inadvisable for an adult population to depend upon interpretation of American ideals through the viewpoint of an immature and ignorant child.

Granted the need of a common tongue, then comes the vast problem of teaching the alien the language of the country which he has chosen for his home. It is a task of stupendous magnitude such as has never been attempted before in the

history of the world. Rome conquered nations and spread her language by her legions; Christianity spread the tongue of the Gospels by her peaceful missionaries; from time immemorial conquering nations have enforced their language on their vassals, but to no nation was ever given the task of teaching such a myriad-tongued throng — the polyglot population of the world. The existing machinery of school government, well fitted to teach the child in his own tongue, or the adult seeker equipped with a knowledge of English, has been strained by this added burden. Not only have the numbers to be taught been immense, but the time available for learning has been conversely small. The immigrant, unlike the ordinary learner, cannot give the major part of his time and effort to this problem of learning a new tongue. On the contrary, he comes to the task only after a weary day of hard labor, of monotonous, dusty, dirty, mechanical toil. He brings to the task a body exhausted and a mind unfitted to severe mental effort. It is small wonder that, such being the case, the results achieved have not been noteworthy.

But the schools, on the whole, have not begun to do even what they might do, granting the discouraging conditions. It is probably not fair to say that the schools have failed in their task, even in a measure. It is nearer the truth to say that Society has failed, the American people have failed, in that, despite the warnings of the schools and of school-people, they have refused to look the danger in the face, and make it possible for the schools to attack the problem with some chance of solving it successfully. For years the evening schools, to which the immigrant turned for help were but a "side show" in the educational system. Despite the fact that the teaching of English to a foreign-speaking adult is one of the most difficult tasks that a teacher can face, for years this task was committed to the hands of people who were totally untrained for teaching of any kind. At the same time the textbooks used were wholly inadequate, consisting in the main of old primers and readers cast off by the day schools. Little or no money was spent on these schools, and very little real interest was ever manifested in them by the

authorities who controlled public school expenditures. And the communities at large hardly knew they existed. Naturally, under such conditions, little was accomplished. Naturally, too, the immigrant formed a poor opinion of these schools, and the idea spread that nothing was to be gained through attendance. As a consequence, the attendance was scattering, indeed. Only two per cent of our millions of adult immigrants were registered, in 1910, in the evening schools.

Within the past dozen years, however, the schools have begun, at least, to show signs of improvement. Generally speaking, the untrained teacher is no longer tolerated. Almost everywhere we find the trained day-school teacher working in the evening schools. And while this is no unmixed blessing, inasmuch as it means a double burden for teachers already burdened enough, it is yet to be preferred to what had obtained hitherto. The past dozen years also have seen the publication of dozens of evening-school texts written especially for evening schools. Only a very few of these are really

satisfactory. Many of them reveal glaring weaknesses when put to the test in the classroom. But they have at least succeeded very largely in crowding out the child's primer as reading material for grown men and women. Finally, during the past dozen years, the "Director of Evening Schools" has commenced his work in scores of our larger cities. The professional promise implied in this kind of professional leadership is encouraging.

The time is now opportune for another move forward. The country has become roused to the danger attendant upon the presence in our midst of an alien population, and Americanization has become a great national movement. Americanization societies and committees abound. These will all perform effective work, not only within the field that belongs strictly to the schools, but with reference to the larger social aspects of the problem as well. They will offer their help and coöperation to the schools in various ways. And this help and coöperation should be accepted, because Americanization is too large a task for any one agency of society to attempt to solve

alone. But it now remains for the schools, with the assurance of public support at hand, to apply to their work with the non-English-speaking immigrant the same professional study that has been applied to the pedagogy of instruction of the child. There is a distinct pedagogy in this immigrant work, and a very distinct methodology. The teacher of the immigrant must be acquainted with these. She must have a knowledge of the important aims in her work, namely: —

1. What she is to teach.
2. How she is to teach.
3. What standards of achievement she may expect.

She must know more specifically, also, what her aims should be in the task of teaching immigrants to talk English, and how this can best be done; to read English, and how this can best be done; to write English, and how this can best be done. Finally, she must appreciate that her big task is Americanization, and must understand just what that means, and how it can best be brought about. All this means that the

teacher must go to school, to learn another lesson in her business of teaching. Normal schools must begin to offer courses in Americanization, both as a part of their regular work and as an extension activity. State Departments of Education and city school systems must conduct institutes and conferences on Americanization topics. The educational literature of the Americanization movement must be expanded, and more and better textbooks must be written. The past two or three years have seen a beginning of these things. The next decade must witness a strong educational "drive" in this field.

CHAPTER II

THE PROBLEM OF ATTENDANCE

I. HOW TO GET IT

THOSE who are familiar with the evening-school problem know that it is not difficult, comparatively speaking, to induce the immigrant to report at an evening school when the term begins. The really difficult thing is to secure stability of attendance, to insure the presence in January of the hundreds who in October swarm through the classroom doors. Getting attendance and holding it — these are two distinctly different propositions. And it goes without saying that it is comparatively futile to attempt to get people to enroll, unless at the same time we make conditions such that this enrollment stretches into permanent attendance. To do this will not be easy. The entire attitude of the public toward the evening-school situation must be changed before evening-school authorities can hope for anything like continuous school-attend-

ance on the part of these new arrivals from overseas. The evening school has been, until very recently, a much neglected unit in our educational system. When it really ceases to be this, it will begin to hold attendance. When it really ceases to be this, it can with some justification begin to reach out with the idea of extending its opportunities to the countless thousands, as yet unreached. That there are these countless thousands is startling, but true. The multitudes that attend for a night or two, numerous as they are in comparison with the squads that last the season through, are in turn only a very small part of our entire immigrant population. Two per cent, it has been calculated, represents the proportion of any one non-English-speaking nationality in attendance at our night classes throughout the country. How shall the others be attracted? Obviously, as has been said, no permanent reliance can be placed in spectacular advertising methods or in any kind of an enrollment campaign that holds out promises of achievement that are not fulfilled. Obviously the only sure way to build attendance is to make

evening-school work so appealing and vital that the immigrant will attend from a feeling of self-interest. But this interest must first be stimulated. The immigrant must be led to realize that the evening schools offer something that he needs. It must be brought home to him in telling fashion that Americanization through education is a prize which he should not pass by. He must be shown that the community in which he lives is entitled to demand that he offer himself for assimilation. The news must be spread abroad that the regenerated evening schools, taught by people who know how to teach, equipped with material adapted to the business in hand, hold out not a lure, but a promise. This means publicity, of the right kind, and on a large scale. Some phases of this publicity it seems worth while to touch upon here.

1. The American Newspaper

The daily and weekly newspapers in a city or town are always willing to give free publicity to the notices about the opening of evening schools. This form of publicity is strictly lim-

ited, however, in its scope. The immigrant who can read in his own language most frequently relies on his own newspapers for the news which is of interest to him. The leaders in each nationality, however, do read the English papers and can be counted on to transmit the information about the opening of evening schools to many of their fellow countrymen. The notices should be telling in form and the information presented in a style which will attract attention.

2. The Immigrants' Newspaper

This is a good medium for publicity, but one which is ordinarily not sufficiently used by school authorities. Most people are unaware of the number of newspapers in our midst printed in a foreign tongue. It is a fact, however, that they are numerous. Hebrews, Poles, Italians, Greeks, Armenians — these are but a few of the nationalities having daily or weekly publications. Now these should be utilized. The people who conduct these papers are invariably disposed to coöperate with public school officials. It means only the effort of locating the offices of these

little sheets, and presenting the "stuff." And the "stuff" must be appealingly presented, as a rule, if it is to secure any results. It should be remembered that the average immigrant has had no particular reason in the past to think very highly of what the evening school had to offer. Those who attended, either perforce or voluntarily, at any time prior to the period covered by the last half-dozen years, as a general rule got little. They remember that fact. They shrug a careless shoulder when the season for reopening school rolls round. This well-founded prejudice must be wiped away. Almost everywhere during the past few years one finds evening school organization and instruction improved. And the next few years will see the improvement in a much more marked degree. Through skillful and striking and persistent publicity this idea must be made to permeate our foreign quarters. Notices of the opening of evening school should be published at least two weeks before the opening night and reprinted several times after the first week. Then, too, the editors should be reached, personally. They are, ordi-

narily, men of unusual, sometimes of extraordinary, intelligence. If properly approached they are not at all unwilling to conduct an editorial campaign for Americanization purposes. Group leaders also prove of service here. Every little foreign settlement has these leaders. They shape and mould opinion. Sometimes it is a young lawyer, sometimes a politician, sometimes the fruit-dealer or the undertaker. It is highly important that such people be enlisted actively in the cause of the schools. The school-man, notoriously a poor advertiser, has overlooked these people heretofore. They should not be overlooked. They should be induced to endorse, in print, the school's program. They should be induced to contribute in their publications occasional signed articles, setting forth their belief in the Americanization movement, and urging attendance at the evening schools. Once their interest is aroused, their influence will be manifested in various ways.

It has been said that publicity material should be presented in appealing form. The appeal should be simple and direct. It should

strike the note of personal advantage. The following advertisement (translated), which was found last year in one of the foreign newspapers of a Massachusetts city, illustrates these points.

EVENING SCHOOLS

Come and learn to talk English.
Come and learn to write English.
Come and learn to read the newspaper.
Learn English, and you will get a better job.
Learn English and become an American citizen.

. . . . . .

Come to any one of these schools:
[Here schools are listed.]
Classes open on Monday, October 2, 7 p.m.
The teachers of America want to help you.

. . . . . .

WILL YOU COME?

Objection may be taken to it on the ground that it has a selfish ring. It must be remembered, however, that the average human being responds most quickly to an incentive that seems to offer economic betterment. The schools need in no

sense narrow their conception of what Americanization really means, merely because they use as bait for enrollment a dollar and cents appeal.

3. Motion-Picture Theaters

Slides can be made, at an expense of fifty or sixty cents, announcing the opening of school, and giving information about the different classes. The managers of all the motion-picture houses, are very glad to show the slides between reels. This form of advertising is especially telling, when a slide is made for a special school and shown in a motion-picture house in the same locality. These slide notices can readily be made up in different vernaculars.

4. The Clergy

The immigrant, as a rule, respects the clergy. He listens with deference to his spiritual leader, and follows his advice without hesitation. Because this is so, it is highly important that school authorities should go out of their way to acquaint these leaders with the purposes and aims of the evening school, and to secure their ac-

tive assistance in the evening-school campaign. These men are highly intelligent people. They are quick to respond, once they feel confidence in the nature of the proposal submitted. It is not difficult to have them appreciate that the program of Americanization is one to which they should lend hearty aid. Once they do appreciate this, they can and do help in various ways. An announcement from the pulpit is very effective. Permission can often be secured to distribute handbills (in the vernacular) after the service. An occasional friendly visit to the school by a clergyman of one or another of the nationalities enrolled in the school, proves a stimulating influence. The presence of these clergymen, or some of them, on all school occasions of a social character, and at graduation exercises — this is stimulating, too. There is no end of things that the Italian priest, or the Jewish rabbi, or any one of these different priests and ministers can do to help the Americanization movement. This movement, however, should be set forth to them for what it really is — not an attempt to wipe out the immigrant's

racial inheritance, his language, his religion, his cherished social customs; on the contrary, rather, an attempt to assimilate all that is best of this inheritance into the common life of the New Land, by giving the immigrant the means of communication with his fellows. The evening-school promoter will win support from clerical quarters only if he talks with a single tongue and from the depths of a disinterested heart. The business of Americanization is altogether too broad a task to be committed to the hands of people who can't so talk.

5. Posters and Handbills

The Division of Immigrant Education of the Department of the Interior has many suggestions for colored posters which can be obtained on application. Much ingenious work can be done by coöperating with the leaders in each nationality in preparing posters in the different languages. These posters should be displayed in the following places:—

1. Social and political clubrooms.
2. Store windows.

3. Large industrial plants.
4. Banks and ticket agencies.

Handbills for immigrants are of little or no value unless they are printed in the languages of the immigrants.

6. Coöperation of Employers

Ten years ago the attempt to enlist the help of the average business man in the work of educating the immigrant was a vain one. For one thing, the man of business believed — and many times he was justified in the belief — that the school-work was inefficient. For another thing, he had not yet come to see the industrial menace occasioned by his utter inability to communicate with his non-English-speaking employees. And so, until quite recently, the school-man's efforts to wipe out illiteracy received little help from the business world. To-day, the situation is very different. On all sides we hear of Americanization campaigns launched and put through by Chambers of Commerce and other associations of business men. Here and there, too, throughout the country we find industrial plants which

include immigrant education in their social-welfare schemes, and conduct classroom work for immigrants within the shop itself, and on the shop's time. The Ford Motor Company at Detroit and the D. A. Sicher Company of New York are probably best known in this connection. It goes without saying that school authorities should welcome heartily all such manifestations of interest and assistance in the Americanization "drive." The school administrator should stand ready to offer the teachers, the equipment, the school-plants. Recognizing also the very obvious limitations of the evening school itself as a medium for reaching the immigrant population in a wholesale fashion, he should go out of his way to coöperate, from the professional standpoint, in any movement which employers set on foot within their own organizations. On the other hand, he should let pass no opportunity to enlist the support of the employer in the work of the schools. The two movements look toward the same end. Each party in the project can help the other. What the modern evening school has to offer in the

work of assimilation is obvious. The assistance of the employer must be secured, however, if the school is to do its most effective task. Once the immigrant worker feels that his "boss" wishes him to learn English, his attendance at school becomes an important matter. Once he feels that his pay envelope is likely to be fattened as his knowledge of English increases, the incentive is established for regular attendance. The foreman in an industrial establishment can be, if he chooses, a very valuable attendance officer. The foreman will play this rôle if the word is passed down to him from above. It becomes, accordingly, very necessary for the school administrator to keep in close touch with his local association of business men. Every year employers should be urged to make a card catalogue of immigrants in their employ, and transmit the same to the schools. Every year trips of employers through the schools should be arranged. Every year when graduates from the naturalization classes are admitted to citizenship, employers, as many as can be gathered, should be present at the ceremony, to help

impress on these newborn citizens what Americanization really means. Every year school authorities should organize an advisory committee, made up of business men, and should see to it, skillfully but persistently, that this committee actually does some work. The schools have made the mistake in the past, as have likewise various private organizations, of thinking that they alone could accomplish the task of reaching and teaching the immigrant. It can't be done. The task is too big for any one agency working single-handed. It is big enough to call forth the whole-hearted endeavor of every agency that can contribute anything, by way of encouragement or direct assistance, to the business in hand. The employer's stake in the venture is a valuable one. His assistance is of very material importance. In the past this assistance has neither been asked for nor given. In the future it must be sought and given, freely.

7. Day-School Pupils

At no time does the immigrant feel the need of knowing English any more keenly than in his

daily intercourse with the children in his own home. Day-school teachers can accomplish good results by encouraging these children to take the parents and relatives to school. Evening-school authorities should welcome these youngsters cordially whenever they appear with an adult friend at evening school. They should be encouraged to stay because they are valuable helpers to any teacher during the first few weeks of the term. Day-school pupils are always interested in campaigns and teachers can work them up very easily. Start a roll of honor in the day school and race different rooms to see which class has been responsible for enrolling the largest number of friends in the evening school of that district.

II. HOW TO HOLD IT

1. Quick and Effective Organization

Not infrequently evening schools suffer their largest mortality during the first month of the term. This is in some measure due to the presence, on the opening nights, of the natural-born "floater," the individual who drifts into school

attracted by the novelty of the thing only, and who stays only until the novelty wears away. The school must expect this "floating" population every year, and must be prepared to accept its disappearance without too much alarm. On the other hand, however, it must be noted that without a doubt the school is apt to lose many, during the first month, who come with earnestness of purpose, and leave, disheartened, because the school seems to waste their time. This should not be. It is of vital importance that classes be formed quickly, and that each person be assigned to the class furnishing that grade of instruction best suited to his needs. Below are noted some suggestions as to grading. It must be said, however, that no such arrangement as is proposed can be worked except in the most flexible way. Every school has its own peculiar organization problems, entailed by the size of the classes, and the personnel of the teaching corps. Then, too, each immigrant student is almost in a class by himself. The abilities in talking, reading, and writing are as variable as the members enrolled. As a conse-

quence it requires no little skill to determine the particular class which offers the most, by way of educational opportunity, to each and every one that enrolls. It will be found also that it is not usually possible to make final assignments to classes early in the term. Re-assignments are very necessary during the first few weeks. And all through the school-year the school organization should be so flexible as to allow for shifts and promotions at any time. The factor of flexibility granted, however, it is of great help for teachers to have certain standards of attainment in mind as a guide to rapid class organization. It is here recommended that three general class divisions be recognized: Beginners, Intermediates, Advanced. And the following are suggested as "requirements for admission" into each class: —

1. Beginners —
   - *a.* Ability to talk. Pupils having no power of oral expression, with or without some ability to understand the simplest forms of expression.
   - *b.* Ability to read. Pupils able or unable

to read in their own language, but unable to read simplest English intelligibly.

c. Ability to write. Pupils able or unable to write in their own language, but unable to write simplest English sentences from dictation.

These standards are indicative only. Some broad requirements must be laid down, however, and the intelligent teacher should have no difficulty in interpreting these requirements for the individual pupil.

Immigrants who have been in this country a very short space of time, and those who have been here for less than a year, but who are illiterate in their own languages, should be enrolled in the Beginners' Class.

2. Intermediates.

a. Ability to talk.

(1) Pupils able to speak much English (such pupils as have been in this country for two or three years, and who have had considerable association with English-speaking people).

(2) Pupils able to speak some English well (such pupils as have completed the work in the Beginners' Class).

b. Ability to read.

(1) Pupils able to read simple sentences with understanding.

c. Ability to write.

(1) Pupils able to write short sentences from dictation.

(2) Pupils able to compose a short letter with some correctness in form and spelling.

These standards of requirements for enrollment in an Intermediate Class are also indicative. No strict definition of each form of ability is possible. There are no two classes of intermediate pupils doing exactly the same work. The lack of any strictly uniform standards is not a matter of concern, however. The teacher's problem is really that of finding out the abilities of her particular class and then building on what her pupils already know.

In passing, we must say one word of warning about the practice of allowing new pupils to enroll and remain in an Intermediate Class when they cannot possibly do the work. These immigrants do not like to be transferred to a Beginners' Class. Yet when such a change is strictly

to the pupil's advantage, it must be made. The teacher must show the pupil — through an interpreter if necessary — that he will be helped better in a lower class. He should be encouraged to give this class a trial with the understanding that he will be promoted just as soon as he is ready.

3. Advanced.
   - *a.* Ability to talk.
     - (1) Ability to express opinion on matters pertaining to their work, their ambitions, and topics of common interest.
   - *b.* Ability to read.
     - (1) Ability to read simple news items in the daily paper.
     - (2) Ability to read intelligently such books as O'Brien's *Second Book for Foreigners.*
   - *c.* Ability to write.
     - (1) Ability to write a short social or business letter with some degree of correctness.
     - (2) Ability to write a short account of some experience. (*Note* — Correct spelling should be considered, but too much importance should not be attached to this point.)

The above standards in the Advance Class indicate that pupils must have a working knowledge of the fundamentals in speaking, reading, and writing English. This class is generally made up of ambitious men and women really desirous of receiving an education. Citizenship training can be accomplished in this class better than in the other two. Strong, intelligent, inspirational teaching is essential for such a group.

Before leaving this topic of organization of classes, reference must be made to the policy of recognizing nationality as a basis for class division. Theoretically, there should be nothing in an evening school that looks like a distinction based on nationality alone. The highest purpose of the evening school is to temper the antisocial attitude of the different racial groups by giving them an opportunity for friendly commingling, to the end that side by side with the growth of a common means of communication will grow a sense of common interest in a common country. The experienced teacher of immigrants knows, however, that for a long time evening-school pupils are happy only if sur-

rounded in the classroom by their own people. The grown-up Pole or Italian or Greek attacks the task of learning English with diffidence. He shrinks from the ridicule that his mistakes sometimes call forth when the atmosphere is alien. But put him in the midst of his neighbors and friends, and he is content to work and to blunder with them, accepting raillery in good part, and turning it back on the next unfortunate. The clannishness of the new arrival is a quality that can't be overlooked. It should, on the contrary, be utilized at first to strengthen the grip of the school. In intermediate and advanced classes, however, the situation and conditions are different. Here we have pupils who understand English and who are able to express their own opinions in English. They are now in a position to understand and appreciate reasons why it is to their advantage to work in school with fellow residents of different nationalities. Some friction will be in evidence at times, but the sensible teacher should have no serious difficulty in straightening out any misunderstanding, provided that she treats her pupils as grown-up,

intelligent human beings. Different nationalities should be accordingly combined in the intermediate and advanced classes.

2. The Social-Center Idea

The school for immigrant education should not be content with the business of teaching immigrants, in the narrow sense of the term. The real school is a place to which the immigrant is drawn, because there he finds friendly Americans, who appreciate that his social instincts must find expression, and who encourage his indulgence in those particular forms of social expression that he brings with him from another land. All too infrequently has the school been a place of this kind. All too frequently our foreign people have had to find in the squalid tenement or the unsanitary club-room their only meeting-place for social purposes. Here they gather to play on queer instruments, to sing strange songs, to dance through Old-World figures, to discuss vociferously but peacefully the topics of the day. Here they gather to live the life they love to live, while America passes

them by. Here, in isolation, under the spell of the demagogue, anarchy is born. If we are really to Americanize the immigrant, we must take cognizance of the immigrant's social nature. The school should become his meeting-place. The school center and the evening school should supplement each other. And the evening school itself, where attention is directed primarily to the matter of classroom teaching, should be shot through with the school-center idea. The experienced teacher appreciates this. She knows that however skillful she may be, and however earnest her class, the spirit of the room is greatly improved if occasionally she breaks up the routine. She knows that regular attendance can be maintained only by making the atmosphere of the classroom so "homey" that the hard-working immigrant prefers it to the street-corner or the saloon. She knows that only by getting close to her pupils, through touching their social side, can she win their confidence. And so her room becomes, now and then, a club-room. Songs in the vernacular, by individuals and by social groups; songs in English, patriotic and

popular; declamations in the vernacular and in English; blackboard sketches, games; gymnastics and athletic "stunts"; story-telling; — such things as these make up the program. The "man on the street" would be inclined to call all this a waste of time. But the "man on the street" would be very wrong.

The school-hall should be used also in this same way. Every once in a while teachers and pupils should gather there for an hour's enjoyment — to be happy Americans together. Activities such as these may be staged: —

1. Lectures in the vernacular.
2. Illustrated lectures in English.
3. Motion-picture performances.
4. Social dancing.

Lectures in English are apt to prove disappointing unless given by some one of evening-school experience. The average lecturer, imported for the evening, fails to appreciate how little English these people know, and invariably talks over their heads. The slides used should be in the main of a geographical or historical character, since the main purpose of these talks is

to acquaint the immigrant with his adopted country. Hygiene, however, particularly Community Hygiene, can be tellingly taught with the lantern, and certain phases of Community Civics. Note under these latter subjects such topics as these: —

1. How to keep well —
   - *a.* Importance of right posture.
   - *b.* Fresh air.
   - *c.* Clean teeth.
   - *d.* Clean skin.
   - *e.* Clean food.
2. Common carriers of disease.
3. Public clinics.
4. Patent medicines.
5. Home sanitation.
6. Right work conditions.

Slides suitable for presentation in evening schools may be borrowed from railroads, from many industrial and manufacturing concerns, and from local Boards of Health. In passing, it should be said, that if these lectures are to serve their fullest purpose, they should be carefully explained beforehand by the classroom teachers, especially in those classes where the

pupils' command of English is small. Immigrants in the early stages of instruction can't be expected to get much from the lecture itself. The pictures, however, if well selected, go a long way toward telling the story. They serve as valuable material for conversation lessons in the sessions following.

The school concert is a common form of social activity in evening schools. Teachers are often agreeably surprised to find how much musical talent their pupils have. Pupils should be encouraged to bring their friends to these concerts. Oftentimes singers and musicians come long distances to assist at a concert. If possible an orchestra, banjo-club, or chorus should be organized in each building and trained to the extent of being able to represent the school on occasions. Any concrete expression of school spirit developed by these group units is a valuable source of advertising.

There is no form of social activity which allows for a more free and natural expression of the social side of the immigrant than supervised social dancing parties. The delight and *abandon*

evidenced at one of these parties is a revelation, and the atmosphere created at such functions is most conducive to the establishment of a friendly relationship between teachers and pupils. These affairs are comparatively inexpensive, especially when the hall in the school can be used for dancing. Where building regulations will not allow for such use, a neighboring hall should be engaged. Evening-school dances should be self-supporting, and they can well be made so because pupils are always ready to contribute to the small expense. If the school has a large enrollment the first party should be conducted strictly as a school affair. Later, the immigrant should be encouraged to bring his friends.

Just one suggestion here. There are many people in every city who would welcome the chance of meeting our newcomers on a real, democratic footing. Evening-school principals and teachers should invite such people to attend school sessions, or better still such social functions as have been described. Experience has proved that where such coöperation has been sought, excellent results have been obtained.

The immigrant emerges from the conglomerate mass in the melting-pot, and becomes a human being. People become interested in the conditions under which he works, and find out something about those conditions. People take it upon themselves to learn something about his home life, and come to a first-hand knowledge of housing conditions. People begin to question economic conditions that belie our placid acceptance of this American democracy of ours as a perfect thing. In communities where the American public has come to know the immigrant for what he is — and there are such communities — the problem of Americanization has been stripped of much of its difficulty. The school authorities should foster, in every possible way, the interest of the American public in the people who attend the evening schools. Because — let it be said again and again — the task of Americanization is one, not for the American school alone, but for the American people, operating through every instrumentality of an organized social life. The teacher can do comparatively little, working alone.

3. Strong Teaching

The teacher can do comparatively little, working alone. But the teacher does not justify herself unless that little is done well. Society has been careless of the immigrant year after year. The schools have been somewhat careless, too; for the policy has only recently been set aside of allowing almost any one to teach an immigrant class. And only recently has the notion taken hold that evening-school method and content should be carefully studied. As a consequence, even the schools have failed to do what they might have done in the Americanization movement. The day is coming, however, now that an interest in Americanization has been aroused, when the school administrator may insist on strong teaching in the evening schools. He will insist that teachers have intelligent ideas as to what they mean to teach, and how they mean to teach it. He will impress on his staff that aims, content, and methods are just as important considerations in the evening-school work as in any other teaching field. And in the course of

time, through strong teaching, he will minimize the mortality which one now finds. For, after all, the teacher makes or breaks the school. Hence the importance that in an evening school she should be specially trained to do her highly specialized bit of teaching work.

In chapters to follow something will be set forth about content and method. First, however, a chapter for the purpose of suggesting a few points of view.

CHAPTER III

A FEW SIMPLE TEACHING PRINCIPLES

ARE there teaching principles that a teacher of immigrants may use with profit?

It would seem that there should be such, yet an examination of current practices shows, on the whole, no very keen realization of the need of anything that might be styled pedagogy in immigrant instruction. For a long time, of course, during the period when this work was carried on by non-professionals, who worked for the night's wage, and in most cases for nothing else, it was inevitable that there should be little in the way of professional attack on this problem. Later, an attempt was made to run evening schools more according to day-school ideas, and one began to note real teaching here and there. At best, however, the situation is a bit muddled as yet. Even intelligent teachers have confused principles and methods, and have attempted to

carry over bodily into evening-school work the methods and devices, the content and the school attitude that find place in the instruction of little children in the primary grades. Now, teaching principles there must be. That goes without saying. And these principles are the same whether applied in day or evening schools. But it is important to point out that an intelligent application of these principles to the instruction of immigrants should result in some teaching practices very different from those now commonly noted. In another place will be found a more detailed discussion of special evening-school methods. By way of preliminary, however, to that discussion it seems worth while to set down a few things right here that every evening-school teacher should call to mind, the oftener, the better.

1. Hitting the Bull's-Eye

Probably nothing is receiving as much attention in educational literature to-day as the question of economy of time. The demand to-day is for the elimination of waste. And the

conviction to-day among school-people is that schools have wasted considerable time in the past simply because our aims have not been clearly imaged, our objectives have not been clearly delimited, our targets have been of the barn-door, rather than of the bull's-eye, variety. In day schools to-day everywhere we are giving over the task of teaching spelling for the sake of spelling, or geography for the sake of geography, just because such subjects have always held a place in the program. On the contrary, we are searchingly inquiring into specific purposes, ends, aims — and with the time element in mind, we are selecting with care that content, and advising the use of those methods, that will, taken together, make for elimination of waste in the realization of those purposes, ends, and aims. There is no place here for an extended discussion of the principle of economy of time. It is obvious, however, that if it is important to save time and effort and waste in work with children, it is doubly important to do so in dealing with the grown-up foreigner. The latter has very little time for schooling, anyway. Six hours a week, for four

or five months in the year — it's little enough, indeed. And every minute should be used profitably. The teacher should not be content with the pleasant feeling that she keeps very busy throughout the teaching period. She should be content only if she is certain sure as to the purpose of every one of her teaching activities, and doubly sure that what she does is the thing most worth while doing. To this end she should conduct frequent self-examination as follows: —

I am charged with the task of teaching English to immigrants. What do I mean by the term English? Should I teach these people to talk English, to read English, or to write English? Which is of the most importance? Am I giving the most time in my program to doing the thing that is distinctly of the most importance? If all three can claim a place, am I apportioning properly the time and attention that should be expended upon them? This reading-lesson — am I presenting to these people such content as will most help them to read what they need to read in every-day life? Or am I reading what

is in a textbook, simply because it's there? This spelling-lesson — am I drilling on a spelling-vocabulary that covers words most ordinarily used in writing, or am I selecting words more or less without purpose? This conversation-lesson — does its content deal with a topic that the immigrant has vital need of talking about at home, in the shop, on the street? This lesson in dictation or copying — am I laying stress only on those technicalities that loom up as being of all importance, or am I spending time on things which are, relatively speaking, only niceties, and which the immigrant can be very efficient without? In my every teaching-exercise, do I say to myself, "Just what is this thing I am doing?" "Why am I doing it?" "Why do I use this particular method of doing it?" In a word, am I constantly testing my teaching aims and methods with the idea of hitting a bull's eye in every fifteen-minute period, or am I lackadaisically content with the easier but less satisfactory proposition of shooting at a barn-door?

The teacher who thinks in this way about her

nightly task is the kind of a teacher who will come to her work with her lesson definitely planned. She will keep a program-book. And in that book she will set down every night something like this: —

1. The conversation-lesson subject.
2. The objective material to be used.
3. A list of advance words.
4. The phonic sounds to be drilled upon.
5. The standard "theme" which is to be developed.
6. The dictation-lesson.
7. The reading-lesson.

Organizing material in this fashion is the best guarantee of systematic progress on the part of the student. And the pointedness that is given to the instruction cannot fail to grip the interest of the immigrant, however stolid he may seem. In fact the best way of permanently arousing his interest is the way of getting him to glimpse the notion that the teacher is systematically teaching him that kind of English that he can use. Once this notion percolates, the immigrant will respond with what the psychologists call "vol-

untary" attention of the most satisfactory variety — that kind of attention which is marked by dogged application to the task assigned. The inexperienced teacher, it may be noted, is frequently deluded by what seems to be attention on the part of a well-behaved adult class. Busily engaged herself in developing a lesson, doing nine tenths of the talking, she looks upon their placidity, and is content. She might be surprised to find out that their attention is taken with such accidentals as her own mannerisms or the color of her dress. And as these things have only a passing appeal, the attendance begins to dwindle after a while. It has been said once before that the maintenance of attendance in evening schools depends largely on strong teaching. Strong teaching is the kind that has been sketched, the kind that is purposive, with a purpose that the immigrant sees. It hits the bull's eye. It does n't waste time. Even in the first stages, before he gets the meaning of it all, the student is kept too busy on the teacher's carefully organized drills to give much thought to inconsequentials. Later

the sense of achievement furnishes incentive enough and attendance is reasonably assured.

2. Using What the Immigrant Has

The average immigrant comes to the Promised Land empty-handed, but not empty-minded. He brings with him ordinarily a rich racial inheritance and a valuable background of experience. Not infrequently, as every teacher knows, his intellectual equipment is startling. Not infrequently it is quite the reverse. But in either case it is true that his one great lack is the medium through which he can exchange his experiences with those of his new-found neighbors. It is the teacher's business to supply this lack. In doing so, she should not fail to appreciate and make use of the background of experience that the immigrant brings with him to the school. This means that she should know something, a little something at least, about the history and geography of the country from which her pupils have come, their occupations in the "Old Country," their social life, their manners and customs. A few hours spent in a library will

give a teacher an insight into these. Better still, however, is the scheme of getting this knowledge cöoperatively through professional clubs. Every evening school of any size should organize one of these clubs early in the year. Under the direction of the principal, one teacher may take over the assignment of finding out something about home life in Armenia; another may prepare herself to write a fifteen-minute paper on "high-spots" in the history of Poland; a third may present a sketchy account of the Italian in music; and so on. In the course of a half-dozen meetings a group of twenty or thirty teachers can get enough acquaintance with the sociological background of their school to enable them to use this background tellingly in the classroom. In communities where there are no schools of any size, the teachers of several schools should come together for this same purpose. Objections to such a scheme immediately arise, of course. There is no time for such meetings. Teachers are busy enough handling their classes without taking on extra activities. Teachers are not paid enough to justify one in

asking them to engage in research work that consumes hours. These things are true, under present conditions. But present conditions must be changed. We can't educate the immigrants unless we spend money on the task. We can't educate the immigrant unless we spend plenty of time and thought and preparation in the task. We have failed lamentably in immigrant education because we have done, in the past, neither the one thing nor the other. Evening-school teachers must be specially trained. They must be suitably paid. They must come to look on their work as a work that calls for an amount of study and research within reason. When conditions are thus changed, professional clubs, and teachers' meetings, and conferences on immigrant education will find time and place, and the immigrant himself will be found worthy of some study by his teachers.

The teacher who indicates to her class occasionally that she knows something of their past is the teacher who first awakens their interest and secures their devotion. Devotion is not too strong a word. The immigrant repays with

nothing short of devotion the teacher who shows in a concrete way her appreciation of the fact that her pupils, like Americans, have things of the spirit that are dear. The ordinary good evening-school teacher has no difficulty in managing and teaching a group of foreign-born. The very good teacher goes a step farther and breaks down the barrier of formalism between the class and herself. On holidays, when it is proper to present to her class as best she can the story of Washington and Lincoln, she talks also about Sobieski and Garibaldi and Kossuth. Her class is stirred to talk, too, when such are the themes. Early in the season, when conversation comes hard, she traces on hectographed maps the route over which her pupils traveled in coming to America. This gives her a chance to touch on the history and geography of the home-land, and though much is unintelligible, it comes to the class like a revelation that the teacher knows something of their antecedents and their inheritance. The very good teacher centers a great deal of her teaching about the immigrant's work, and develops rapidly that

vocabulary which most helps him in the shop or mill. She vitalizes the performance, however, by comparing his work to-day with that which probably engaged him a few years back, in the country of his birth. A few pictures, some rough blackboard sketching, and a little talking gets this idea "across." And that is enough — just to get it "across." For the purpose of this constant reference to the old is not to teach the old, but to use the old as a means of interesting the immigrant in the new. Interesting the immigrant, reaching him through his heart, as well as through his head — that's the vital thing. If the teacher can interest him, can keep him interested, she can sooner or later Americanize him, because Americanization will have some appeal. A current popular song urges us to "Keep the Home Fires Burning." The schools should not overlook the fact that home fires burn in the immigrant's breast. Americanization does not demand that these be ruthlessly stamped out, or condemned to smoulder in secret places. They symbolize the spiritual inheritance that the Old World offers to the New. They

light the pathway to the immigrant's heart, and in their glow, the school-room becomes a place where the sympathetic teacher works on plastic material, and shapes it into the mould of American citizenship. Only in such school-rooms does the process of assimilation thrive. But such school-rooms are made only by teachers who *teach immigrants*, rather than by those who *teach something or other to immigrants*. There's a vital difference between the two.

3. Getting the Class to Work

A teacher can't "learn" a class anything. She may teach just as earnestly and skillfully as may be, but the pupil must go through the voluntary acts of perceiving, recalling, imagining, and what-not, or the learning process is "stalled." Knowledge can't be passed over, ready-made, from the teacher to the pupil who receives it passively. The pupil makes his own knowledge, and must work to do it. The teacher simply steers, guides, stimulates, leads.

One almost hesitates to set down statements so obvious. But the truth is, that while no

teacher would deny them, all too many teachers, especially in evening schools, teach as if regardless of them. If the student must make his own knowledge, then it follows that he must be kept awake, mentally, throughout the session. Not infrequently, however, it is the teacher that is wide-awake and one student or one little group that she happens to be working with for the period. The others are quiescent. Nine times out of ten the teacher does *too* much talking. In the beginning she is disconcerted over the meagerness of the responses in the average Beginners' Class. It seems almost impossible to get anything like an adequate sentence response from these strange people. And soon in despair she falls into the habit of asking all the questions and answering half of them without waiting for a class response. She unthinkingly becomes satisfied if she worms out an occasional monosyllable, a half sentence, or a nod of recognition from a pupil here and there. This is not good teaching because it assumes that the teacher can "learn" her class how to use English. Such a class soon dwindles.

The immigrant usually comes to the evening

session physically fagged. If he is to learn by self-activity, the lesson must be conducted in such a way as to call for constant alertness on his part, and every opportunity should be given him to bestir himself physically as well. The following general considerations are offered here: —

a. In the conversation-lesson the pupils must do the larger part of the talking. This talking may come in the form of a response to the teacher's suggestive questions, or in the early stages it may be a literal imitation of the teacher's answer to her own question. In either case the teacher should see to it that every pupil takes his part. Concert work can be used to advantage here. Usually concert work is frowned upon as a teaching device. But in evening schools where diffidence is so prevalent, the concert recitation may be used with profit. The teacher must assure herself, of course, that every pupil is taking an active and intelligent part in the exercise. To test this she should shift the mode of attack now and then, and call for individual responses. All concert work, too, should center round short sentences which can be given with

snap and vim. Finally, the teacher should call upon her class frequently to *act out* the conversation-lesson as suggested in another chapter. If she is ingenious, she can through such means secure class-activity. This once aroused, the battle is half-won.

b. In the reading-lesson, the aim should be to keep all the pupils concerned interested all the time. As a usual thing the pupil reads his sentence or two to the teacher in a more or less audible tone, and the class has no interest in the performance. Each pupil does his part, is mentally awake for the moment, and then slips into the background, to study or dream, as he is inclined. The reading-period in the evening school should be speeded-up, toned-up, vitalized. The clever teacher, with the idea of getting class-activity, will shorten her reading-periods, and have more of them; will select her pupils at random instead of allowing them to figure out their "turns"; will match one group against another group to see who can imitate the teacher's model best; will insist that in every case each pupil read to the class as an audience. The "tricks of

the trade," intended to keep a class "on their toes," are many. As mere "tricks of the trade," ends in themselves, they are not worth while considering. But as means to achieve an important teaching purpose, they are worth serious attention.

c. The immigrant will tend to take a more active part in his own education if he can be induced to bring into class his own difficulties with regard to vocabulary, idioms, and phrases, and his own questions with regard to the new life in which he finds himself. When the interest of the class has been thus aroused to the point where the members contribute their own personal needs and problems as material for class discussion, then the healthiest kind of class-activity is achieved. The immigrant meets a hundred and one puzzles in his daily experience which call for explanation. Can't the teacher induce him to come to her and to his school for help rather than to people who are likely to exploit his ignorance? Would n't his interest in school become more vital if he could feel that the school is a place where sympathetic people

are disposed to teach him the things that he knows he needs to know? The best evening school is one of the Forum variety, where the attendants take an active, not a passive, part in the educative process.

4. Hammering the Teaching Home

The teacher of English to immigrants should not be impatient to cover a lot of ground. Learning a thing so that it will "stick" requires something more than skillful presentation on the part of the teacher and a lively interest on the part of the pupils. It means in addition drills, repetitions, reviews, constant recalls. Now, drilling and reviewing take time. An amount of drilling and reviewing sufficient to hammer home the vocabulary of a strange tongue so that it will "stick" seems to take a very discouraging amount of time. And the teacher of immigrants, anxious to get on with her teaching, is sorely tempted to skimp the "drill." It cannot be said too strongly that *the thing to do is to teach until it is taught the lesson that is worth teaching.* And it may be said just as strongly in this connection

that no teacher should conclude that her students have acquired the lesson of to-night until on a week from to-night or a month from to-night, they give proof of that fact. It follows as a natural corollary of these two statements that in the interest of thorough teaching, not too much in the way of new words should be attempted in any one lesson. The number of new words, for instance, that can be presented with profit to a group of tired immigrants, is much less than is ordinarily suspected. The teacher should keep this point constantly in mind, and plan to find time every night both for a recall of material supposedly mastered and also for spirited drill on material presented for the first time. Progress along these lines is seemingly slow. Sometimes the situation looks blue to the teacher, indeed. It will not look too blue, however, if she once goes through the experience of trying to learn how to speak Italian, or Spanish, or French, at the same time that she is teaching her own tongue to people absolutely unacquainted with it. This experience is likely to prove illuminating, chastening, and encouraging — all at the same time.

Drilling and reviewing is apt to be a monotonous performance unless the teacher calls her knowledge of psychology to her aid. Psychology tells us that drill-work can be made somewhat interesting if the student can see a definite purpose, more or less remote, in it. The teacher's task is to set up in the pupil's mind a motive strong enough to lift him through and over the dullness of the inevitable routine. This is easier said than done, especially in the case of a Beginners' Class where explanations and elucidations are not easily conveyed. But it is not difficult to point out things that should not be done. It helps establish no motive for instance, to drill on phonic sounds that have no relation to the other lessons of the evening. To serve its best purpose, the phonic drill each night should be built round the vocabulary that is presented in the conversation- and reading-lessons. The student in this case sees some point to the exercise. Consider in this connection also the teaching of homonyms. It seems strange reasoning, indeed, that induces a teacher to drill a class of immigrants on "to, two, and too," or the subtle dif-

ference between "there" and "their." Yet such exercises are not infrequently indulged in, and at least one text-book on the teaching of English to immigrants gives such exercises a prominent place.

It is probably true that the teacher sees some purpose in drills of this kind, or she probably would not give them time or place. The writers of this little book think such drills to be next to worthless, and they are absolutely sure that the puzzled immigrant sees no particular or immediate purpose in the performance. Drilling of this variety can well be dispensed with.

"Repetition with attention." Psychology tells us that much time can be wasted on drill-work if the student is only inattentively going through the form of repetition. And every teacher realizes that a pupil can drill endlessly on spelling words, and yet continue to mis-spell. Five minutes of sharp, lively drill is better than ten minutes' drill of the lackadaisical variety. The teacher of evening-school people must keep the attention of her class keyed-up in the period devoted to repetition.

Making the work purposive will help, as has been stated. But, in addition, the teacher should aim to hammer home the same material from different angles and through different channels. The new words in the conversation-lesson are first repeated again and again in various simple sentences both by the teacher and by the student. The latter learns how the words sound, and how they are pronounced. He gets them through the ear and through the vocal organs. A bit later he finds them written on the board or in the reading-book — finds them not once, but a dozen times. He gets a picture of them through the eye.

Later still he is asked to write them, either as copy-work or from dictation. He gets them through the hand. People differ, it must be remembered, in their ways of learning things. Some are ear-minded, some eye-minded, some motor-minded. This is all too trite to call for any discussion. The point is, however, that if the teacher of immigrants will bear this bit of psychology in mind, she will be apt to have not a good deal of listless copying, *or* humdrum

reading, *or* oral drills, but quick, snappy exercises in all three with the same body of material for content. One exercise thus reinforces another, and the student's attention is more easily kept at focus, because variety banishes fatigue.

CHAPTER IV

WHAT SHALL WE TALK ABOUT?

THE business of the school is to do what it can toward Americanizing the immigrant. Obviously this means more than teaching him English. Obviously, also, however, he can't be Americanized until he is taught English. And so training in talking, reading, and writing English becomes the school's most immediate and practical task. The preceding chapter has raised some questions as to the relative importance of talking, reading, and writing. It should require no argument to show that while the immigrant must needs know how to read, and in a lesser degree how to write, it is imperative that he know how to talk, because it is largely through the medium of talking that he communicates with those round him. Conversation, then, should form the backbone of the evening-school course, at least until such time as the student has qualified for work in an Advanced Class.

The question then arises, "What should form the content of the conversation-lesson?" Common-sense demands that this content be based on the common every-day experiences of the immigrant. These experiences may be classified under the following five heads:

1. Home.
2. Work.
3. Buying.
4. Traveling.
5. Social life.

1. English Pertinent to the Home Interests

The immigrant parent has special need for an understanding of English if the children attend the day schools. Failure to understand involves a slacking-up of parental control, because the children, speaking a language that is unintelligible to their elders, soon adopt an attitude of superiority and of insolence, and family bonds are broken. Now, these children can, as a matter of fact, do a great deal in the way of teaching their parents. And they should be encouraged to do so in the right spirit. But the trained

teacher, working either in the evening school, or the neighborhood school, or the mother's class, or the factory class, or wherever it may be — she must of necessity furnish the systematic instruction.

The most natural starting-point is the home with all its familiar objects. In the kitchen we have the stove, the sink, the closet, the dishes, the utensils, the common foods, scores of things that can be named and talked about in terms of their use. Similarly we find topics for simple conversation in the dining-room, the bathroom, the cellar, the yard, and so on. As is described in a following chapter, the first lessons on such topics should be handled in a very concrete fashion, little more being attempted than the matter of acquainting the class with the names of these objects and their use. As the language-power develops, however, gradually the work may become of a more abstract variety, and lessons in civics and health may be presented with these familiar topics as the basis therefor. The ice-chest suggests pure milk for babies. A conversation-lesson on this topic may

be easily illustrated. Screens for the window, or the lack of them, suggests flies. And here, too, pictures procured from any Health Board are advantageously used. The bathroom, or the lack of one, suggests cleanliness. The yard, the cellar, and the street bring up thoughts of tin cans, garbage, refuse, etc. A conversation-lesson centered about the sleeping-room furnishes an opportunity to talk about open windows at night. And so on. The home interests of the immigrant are many. As soon as he has picked up a little vocabulary, he will talk about these things with pleasure and with profit.

In order to handle topics of this kind most successfully, teachers should try to acquaint themselves, first-hand, with conditions in the foreign homes. The teacher should visit these homes. In doing so, however, she should be very careful, indeed, of her attitude, or more harm than good results. The immigrant, on the whole, is a hospitable being and welcomes wholeheartedly the friendly visitor. But he has his share of suspicion. And occasionally he resents fiercely what he would call intrusion if he knew

the meaning of the term. It may be that the tactlessness of the amateur slummer has tended to foster such an attitude. Whether this be so or not, the fact is that this attitude must be reckoned with, and the teacher must be very sure that her visit is not resentfully received. The chances are many that because she is a teacher, a welcome is assured. But she can make certain of this by visiting only where an invitation is extended. The most prudent manner of approach is for her to lay the whole matter before one of the immigrant leaders, one whom she can trust, and ask him to arrange the details. The invitations will be forthcoming. This may seem like making much ado about nothing. The truth is, however, that no little trouble has been occasioned among the immigrant population by indiscreet tactics on the part of well-intentioned people. The teacher should so conduct herself as to allay all suspicion of things American — not kindle it.

The following conversation-lesson, intended for an early beginner, illustrates a very simple way of presenting a topic suggested above: —

The Kitchen Stove

The stove is in the kitchen.
The stove burns wood and coal.
The stove is made of iron.
The stove has four covers and three doors.
We boil water on the stove.
We roast meat in the oven.
We bake bread in the oven.

The following conversation-lesson, still simple, but of a more advanced type, illustrates how health instruction can be based on this home-content. These lessons should be illustrated and dramatized.

The Bedroom

The bedroom has a large window.
We sleep with the window open.
We need much air when we sleep.
We must air the bedclothes every day.
We sweep and dust our bedrooms every day.
A clean bedroom prevents much sickness.

Our Cellar

The coal is kept in the cellar.
The wood is kept in the cellar.
The cellar is dark.
We must keep the cellar tidy.

WHAT SHALL WE TALK ABOUT?

We make a neat bundle of all papers.
We put old rags in bags.
We open the windows and doors to air out the cellar.
A clean cellar prevents sickness.

2. English Pertinent to Work Interest

The non-English-speaking immigrant feels the struggle for existence very keenly. His work is usually of a very laborious kind. And this work is performed usually in an atmosphere of misunderstanding and suspicion caused by his inability to understand or to make himself understood. Usually he imitates the beast and suffers in sullen silence. But every once in a while, under the spell of the artful demagogue, he breaks out in wild revolt. Ignorance of English on the part of the employee is fatal to wholesome industrial relations. There can be no permanent good-will between employer and employee until the language-barrier is removed. Hence the necessity for teachers of immigrants to acquaint these toilers with the vocabulary of the shop and the mill.

No strict definition of the many subheadings

under the topic "Work Interests" is possible. The following subheadings are suggestive only:

a. Seeking employment.
b. Understanding orders.
c. Accident prevention.

a. Seeking employment. The average immigrant secures employment through some third party who knows of a vacancy. This agent may be a friend, but more often is an unprincipled leader of a padrone system. If the position is secured through the padrone, the immigrant is generally charged an exorbitant sum of money and is discharged in a very short space of time in order that another may be victimized under the same unfair conditions. This evil is widespread. Measures have been taken to stop this practice, but public officials do not know, and are prevented from learning, the facts of each case because the victim is unable to express himself in English and has no American friend to go to. What can our evening schools do to help these people? Oral language-lessons can provide the vocabulary and sentence-structure which is

commonly used when applying for work. Teachers can secure the forms of application most commonly used and drill their pupils in the correct manner of filling them out. The employment managers in the large industrial concerns are glad to coöperate, and will provide any interested teacher with a list of the stock questions which are asked the applicants. Classroom work can be readily worked up on a discussion of the "want-ad" columns in the newspapers. Many State and municipal employment agencies publish printed lists of situations for just such men and women as attend our schools. The student must be drilled on a statement of facts pertaining to his life history. Night after night he should be required to recite and to write his name, address, age, nationality, length of time in America, trade, past experience, present ability, and past wages. A sample lesson of this character is printed below.

b. Understanding orders. Thousands of dollars are lost yearly in industry through the wastage of material that must be scrapped because employees, especially non-English-speak-

ing employees, fail to take directions aright. The evening school can do a great deal to minimize this loss by centering some of its language-instruction on the vocabulary used in the most common orders and directions heard in the shop or mill. A familiarity with such orders the immigrant will prize, because through ignorance of them he often finds himself in trouble. The immigrant is not naturally careless. Quite the contrary. Very often he is more ambitious to do careful work and earn advancement than the average workman born in our midst. He is genuinely distressed when he spoils materials. The wrath of the foreman is awesome, because his corrections are not understood. A little acquaintance with English, as it applies directly to this type of situation, will prevent many a bad half-hour between employer and employed.

Below is printed a sample lesson of this variety. It is obvious that no textbook can present much material of this kind, because the needs of no one situation are like those of any other. This is a matter for the teacher or the principal to develop for each particular school. The neighboring

shops and mills should be visited. The foremen of these are usually glad to give help in return for the help that is expected.

c. Accident prevention. The daily record of industrial accidents is a startling one. In Massachusetts alone these accidents average about six hundred for every working day. Workingmen's Compensation has mitigated to some extent the distress attendant upon industrial accidents, but it does little by way of preventing them. Now it needs no argument to prove that many of these accidents are caused by failure to comprehend on the part of the employee. Any scheme of instruction that will tend to familiarize people in industry with "Safety-First" principles will be beneficial, indeed. Teachers of immigrants should spend considerable time on conversation-work based on "Safety-First" material. Fortunately a great deal of this material is available in such form as can be easily adapted to evening-school use. The National Safety Council with headquarters in Chicago puts out telling leaflets on this subject. Teachers are eligible for membership in this Council, and the fee secures

for them all the bulletins issued. The colored illustrations which feature these bulletins and their simplicity of presentation make them very usable. Then, too, "Safety-First" suggestions are issued by public authorities, street railways, and steam railroads. Any school may receive these for the asking.

These lessons are here appended as being illustrative of what may be developed in connection with the topic "Work Interests." It need hardly be said that no teacher will feel it necessary to develop precisely according to these models. In reality they are too artificial in tone to serve as models. The ideas to be brought out in such lessons are there, however, for the teacher's guidance. Her ingenuity will enable her to present these ideas more naturally through dialogue and dramatization. Thus, in the lesson "Seeking Employment," a clever student may act as employment manager and ask leading questions.

WHAT SHALL WE TALK ABOUT?

1. *Seeking employment.*

I see the sign "Help Wanted."
I will speak to a clerk at the employment office.
"Good-morning, I would like to get a job in this shop.
I have been in this country two years.
I am twenty-four years old.
I have worked for the Rubber Company for eight months.
I left because there was no work at this season.
I have worked in the making-room.
I understand the making of rubber shoes.
I will work for fourteen dollars a week."

2. *Understanding orders.*

The foreman shows me how to use a cutting-knife.
I must cut the rubber strip around a pattern.
The pattern in the machine is a die.
I must cut thirty pieces from each strip.
I must not cut the strip carelessly.
I must not waste material.

3. *Accident prevention.*

John Suflis lost two fingers.
He was repairing the gears on a machine.
Peter Barlow did not look before he turned the switch.

The gears turned and caught John's hand.
John suffered from pain for five years.
He cannot do his regular work again.
Peter was careless and will always be sorry.
Look at the machines before you turn on the power.

3. English Pertaining to Buying Interests

In every immigrant's section of a city there is found the small shop where people of the same nationality buy the most common foodstuffs. The shop is generally owned by a man who is a recognized leader of that particular racial group. The evening-school teachers of the district should make his acquaintance. From him can be learned the names and prices of the meats, vegetables, and other foodstuffs of his people. This information is frequently unknown by the average teacher because so many of these articles of food are imported. Evening-school pupils are always pleased to discover that the teacher has some knowledge of their special foods. Conversational-lessons in which these names and prices are used prove very interesting.

These "native" shops do not supply all that

the immigrant needs in food and clothing. He must be taught to express himself in English which is used in the purchasing of articles in the larger stores where English-speaking clerks are employed. Class instruction should center around the purchasing of suits, coats, hats, shoes, etc. The immigrant will take special interest in this work because of its vital connection with his daily needs.

The following lessons are illustrative of conversation-lessons which aim at providing the immigrant with a vocabulary suited for common commercial transactions: —

1. *Purchasing shoes.*

I need a strong pair of shoes for winter.
Good shoes last longer than cheap shoes.
Good shoes are expensive.
I want a pair of black shoes.
My size is 9½ D.
How much does this pair cost?
I cannot pay more than $7.00.
This shoe is too long and too narrow.
This shoe is very comfortable.
Please wrap up the old pair.

2. *Purchasing a hat.*

I want to buy a felt hat.
I like the dark-brown hats.
My size is 7½.
How much does this hat cost?
This hat is too large.
Do you think this hat is becoming to me?
How much do those hats in that case cost?
I will take this hat which costs $3.00.

Again let it be said that the information set down in these illustrative lessons should not necessarily be presented in the particular *form* suggested. The immigrant beginner can take in only the very simplest, most concrete ideas. "Good shoes are expensive" — this idea, for instance, the beginner could not grasp. And it should not be presented. After the student acquires some little familiarity with the language, sentences containing these abstract ideas can be gradually worked in. Lessons of the kind indicated should be taught through the use of the Objective Method (see Chapter V), and dramatization should be employed.

4. English Pertaining to the Needs of the Immigrant in Travel

The average street-car conductor is not a shining example of courtesy to the patrons of the road. On the unfortunate immigrant his distemper is especially visited. Any one who uses the trolley system in one of our large cities can see examples of this daily. It goes without saying that such discourteous treatment tends to embitter the unfortunate victim. And no doubt many a well-disposed newcomer is changed into a resentful animal by the bullying he receives from one uniformed public official after another. Of course, his ignorance of the language is the cause of his trouble. The teacher has a splendid opportunity to teach, in this connection, a type of conversation-lesson that will be very helpful.

Concerning street-car travel, lessons should be presented which call for conversation about the ways of getting to and from the localities in which the students live. Car-signs, street-car routes, transfer privileges, elevated stations,

subway routes, are the most common subjects which can be developed in interesting lessons. Teachers may well include under this heading instruction in the necessity of the observance of the "Safety-First" regulations now posted by every street-railway concern.

In selecting the railroad routes of travel which will be of interest to a particular class, it will be necessary for the teacher to learn from her pupils just what cities or towns are visited most commonly. Certain nationalities predominate in certain districts. The teacher must find out these facts for her class. The conversation-lessons can then include discussions about the location of the local station, the time-table, the fare charges, the ticket-office, the baggage transfer privileges, the route of travel, and the time required.

The immigrant finds lessons of this kind keenly interesting. With a little encouragement he will contribute questions and points for discussion which have arisen in his own experience.

The following lessons illustrate the points

brought out above. They both offer splendid opportunities for dialogue and dramatization: —

Ride to East Boston

I walk to the corner of Cambridge and Fourth Streets.
I stand at the white post.
I watch for the car marked "Scollay Square."
I board the car and put my ticket in the box.
I ride through East Cambridge.
The car goes over the viaduct into the subway.
I get off at Scollay Square.
I walk downstairs to the level where the East Boston cars leave.
I take a car marked "Orient Heights."
I get off at Emerson Street.

A Train-Ride to Lowell

I take a subway car and change at the North Station.
I go to the window marked "Local Tickets."
I ask for a ticket to Lowell.
I pay eighty cents for my ticket.
I ask the station agent, "When does the train leave for Lowell?"
He answers, "Ten-thirty, on track 17."
I walk to track 17.
I board the train.

The conductor takes my ticket and gives me a check.
The train runs express.
We do not stop until we get to Lowell.
My friend meets me when we get to the station.

5. English Pertaining to the Immigrant's Social Life

American life and American social customs hold the immigrant aloof. He is ordinarily a gregarious creature. If he comes from Southern Europe, as is so often the case, he brings with him memories of happy feasts and festivals, in which the entire community shares. He likes music, he likes the dance, he loves sociability, and even in America's chilly social atmosphere he continues to indulge himself in those social activities which breathe of life in the homeland overseas. No one unfamiliar with the immigrant's social life appreciates the number of non-English-speaking societies and social organizations we have in our midst. In the University City of Massachusetts, for instance, there are no less than seven different benevolent clubs among the Lithuanians who number roughly three thousand people. And all of these clubs are ac-

tive. Their functions are well attended and the spirit of real sociability is found at each. Evening-school authorities have splendid opportunities for reaching immigrants through these agencies. For the social instincts of these people, though repressed somewhat by the coldness of the life in the New Land, are nevertheless keenly alive. The immigrant likes to tell about the good times which he has had at the various meetings of his social clubs. He delights in knowing that his teacher takes an interest in this side of his life. Conversation-lessons can readily be built up on subjects related to these social activities. The teacher will be well repaid for any effort expended in learning about these functions. She may easily secure an invitation to attend one or more meetings. The immigrant loves to have the teacher attend his social parties. The value of this intercourse in the friendly commingling of teachers and pupils is self-evident. Classroom work in conversation about such events is most fruitful because the pupils rejoice in the opportunity to discuss their good times.

FIRST STEPS IN AMERICANIZATION

The following conversation-lesson is indicative of what might be attempted: —

I belong to the Lithuanian St. John's Society.
We have a club-room at 496 Cambridge Street.
We hold meetings on the second and fourth Tuesday of every month.
Our dues are ninety cents a month.
We have a sick-benefit fund.
We held our annual dance at Institute Hall on January 24.
The Mayor of Cambridge was present.

The most important interests of the immigrant have been classed under the five headings, namely, Home, Work, Travel, Buying, Social Interests. Obviously this list is not comprehensive. The aim, however, is to center conversational work around these headings which pertain to the common experiences of the average pupil. When work of this nature is provided by the teachers, the advantages to both parties are self-evident. The pupil is learning to talk in English about the things which are of vital interest to him and which he desires to know about. The teacher's work is made both interesting and practical, and she has the conscious satisfaction of working under an organized program.

CHAPTER V

A CHAPTER ON METHODS

LET us repeat a bit, for the sake of emphasis.

Teaching English for immigrants means in the main teaching the immigrant how to talk English, because it is largely through talking that he communicates with people about him. Learning how to talk is his most practical need. He needs to know how to read English, and to write English also, in a measure. And no one would think of barring either of these from the immigrant's program. As a matter of fact, as has already been pointed out, and will be pointed out again, teaching the student to talk is done most effectively when done in close connection with the processes of teaching him how to read and write. The plain truth is, however, that heretofore evening schools, following the lead of our day schools and of our colleges, have not had

clearly in mind the primary importance, especially in an evening school, of developing talking power.

The methodology presented in this chapter deals almost exclusively with the business of teaching people how to talk a strange tongue. In a later chapter something will be said about reading and writing. But the bulk of attention is given, in this book, to the talking process, first, because of its importance, and second, because it is the process that the average teacher knows least about.

There is really only one good way of teaching people how to talk a new language — the direct conversational way. Putting it simply, it is the way that gets the student talking immediately and understandingly, in response to stimuli suggested by the teacher. It is not new. Various private schools of language-instruction, such as the Berlitz, have always used it. Nor is there any one especially patented and especially efficacious method of using it in the classroom. In this chapter we shall consider four forms or types of the direct system as follows: —

A CHAPTER ON METHODS

1. The Visual or Objective.
2. The Dramatic.
3. The Vernacular.
4. The Laboratory.

The distinctions are made for purposes of clearness only. No one of the separate methods catalogued furnishes sufficient guidance to the teacher, and not a few of the texts for use in evening schools have in the past made the mistake of presenting material that exemplifies only one of them. The good evening-school teacher is the one who knows the different ends or purposes to be achieved through the use of these different methods, and uses them all intelligently.

1. The Visual or Objective Method

This method is presented first because it offers the easiest approach to the task of initiating the immigrant into the mysteries of English speech. It is the method that the teacher of beginners should use first, and continue to use almost exclusively for some little time. Through this method is best taught the noun, the adjective, and the various qualifying prepositional phrases.

This may seem like a technical way of putting the matter, but it is really simple and logical. To illustrate: —

(1) The teacher standing before the class says: — "This is a pencil." (Displays it.) She repeats several times. Then asking, "What is this?" she gets the statement from one after the other, singly and in concert. Numerous other objects in the schoolroom — articles of clothing, parts of the body, anything that can be displayed or pointed out — are thus named, though not many in one lesson. The sentences are then written on the board and read singly and in concert by the class. After the first two or three lessons, "This is" may be changed to "I have" or "I see." But generally speaking, the only variable factor in these initial lessons should be the noun, the name of the object illustrated, because the purpose is to build on a foundation of recognition of objects.

(2) The second step in this method is taken when the teacher says, "This is a long pencil," introducing the adjective and going through the performance as above. It will readily be seen

that adjectives, like nouns, are easily objectified. *Long, short, thin, thick, wide, narrow, white, black, sweet, bitter, large, small, high, low, rough, smooth* — these and dozens of others can be brought to the comprehension of the pupils by handling or pointing to objects in the room. Again, not too much of this can be done in any one lesson, and no attempt should be made to teach adjectives for their own sake. The time is all too short, and the vocabulary should be chosen always with an eye to its practical use by the pupil.

(3) In the third step the teacher says, "The book is under the table," and gets the reaction from the class as above. Prepositional phrases denoting the position of an object are thus taught. After some drill of this kind the pupil can say and read with understanding such sentences as "I have a yellow pencil in my hand," "The brown book is on the table," and so on. This work should not be hurried. It is easier to describe it than to do it. But it is the correct way of approach to this special teaching-process, and if the teacher is patient enough in the beginning to build slowly on these sure founda-

tions, the way is prepared for much more rapid progress later on.

A word or two of warning will not be out of place here. Teachers err frequently in wasting time with verbose explanations of the purpose and use of the most familiar objects. Such teachers overlook the fact that these adults need no *explanation* of the use of a cup, a desk, a saw, and so on. The only purpose of this work is to give these pupils the English *name* for a thing that they already know. It is a dangerous thing to attempt explanations with a class more or less ignorant of English, because the explanation involves the use of many abstractions that the pupil cannot comprehend and cares nothing about. Again, teachers waste time in manufacturing mechanical sentences that have no worthwhile meaning. We all remember the stilted French exercises of our high-school days: "This is the house of my wife's sister," and so on. The immigrant has no time to spend in such gymnastics as these. Finally, teachers waste time in trying to convey puzzling phases of English speech too early in the game. Not a few

texts feature homonyms, as has already been noted in another chapter. The pronouns, especially possessive pronouns, are difficult if attempted too early. Distinctions between "this" and "that," and other such correspondents are difficult, too. The teacher would do well to confine herself pretty carefully for some time to the teaching of such a vocabulary as can be objectified and illustrated in the manner suggested above.

As to the sources for this vocabulary: First of all there is the available material in the schoolroom. But the teacher's ingenuity should guide her also to the rich store of material in other parts of the building, in the office, in the teacher's room, in the cooking classroom, and even in the very sanctum of the janitor. The five and ten cent store generally provides enough variety for a year's work. Teachers should coöperate in making a cumulative collection of objective material which is fitted to the lesson-subjects set down in the course of study. This collection will serve as an invaluable source of help for inexperienced teachers of whom there is generally a

large number each year. This collection should contain the most common tools, household utensils, dummy packages of foodstuffs, mounted pictures, signs, posters, etc. With this objective material conveniently at hand, the teacher's work should be very fruitful in the opening weeks of the term.

Before leaving the discussion of the objective method, it may be of value to bring out, even at the expense of reiteration, a few pertinent points to the end that no confusion may be left in the mind of the teacher who is new to this kind of teaching. It has been said that the primary aim of the preliminary work is to teach the immigrant how to talk. It has also been said that the process will be, in all probability, accelerated if the pupil is taught how to read and to write at the same time. This latter statement seems hardly credible. It may not be wholly so. No experiments have been as yet made with the idea of testing out the quickest possible way of imparting the knowledge of a new tongue. The point that should really be made in this connection is this: In listening to the teacher and re-

peating after her, the immigrant gets the new word as the baby gets it, through the ear and through imitation; but the reading process gives it to him through the eye as well; and the writing process gives it to him through the hand. A combination of the three is apt, in the long run, to insure more certainly the acquisition and retention of the word. In this sense the combination system may be considered the most effective. It is not always feasible, however, to combine the teaching of reading and writing with that of talking. In factories, for instance, where the equipment is not available, the emphasis is laid, and rightly, on the single factor of oral imitation and reproduction. And no small degree of success has attended many teaching attempts of this kind. After all, the question comes down to one of the amount of time available. A short-cut course of a dozen lessons, say, for the purpose of acquainting employees with "shop-talk" in English, would better eliminate the reading and writing features. On the other hand, the course in the evening school would much better include them, in the interest of a more thorough prepa-

ration for a genuine scheme of Americanization. The Americanized immigrant really needs to know how to read, and (in a much lesser degree how to write), as ends in themselves, entirely apart from the help that the power to read and to write lends to the talking process. And though talking is the thing most fundamentally important, the other processes should not be neglected.

The Objective Method, it has been said, is used in the beginning mainly to teach the noun, the name of the object. A bit of psychology comes in right here — the law of association. In presenting a new vocabulary, the teacher, each evening, should try to present words that illustrate some sequence or similarity in their connotation. Thus, *door*, *window*, *wall*, *floor*, *ceiling*, *picture* — such a list is sequential. On the other hand, *pencil*, *horse*, *flower*, *coat*, *trolley-car*, *meat* — such a list has no concatenation whatever. The good teacher will try to group her vocabulary round a common core.

2. The Dramatic Method

This method is one that is especially intended to teach the action verb through a form of dramatized action generally of a very simple nature. In not a few schools this is the method first used, and in not a few others it is practically the only method used. It is more or less idle to discuss whether the Objective Method should precede the Dramatic, or *vice versa*. The scheme of attack suggested in this treatise begins with the former, for what appear to be very sufficient reasons. It must again be noted, however, that neither of these methods is sufficient in itself as a teaching instrumentality. The one presents best the noun, the adjective, and probably the prepositional phrase. The other presents best the action verb and participial nouns expressing movement. They are mutually complementary.

A short typical lesson presented according to the Dramatic Method reads as follows: —

I *sit* in the chair.
I *rise* from the chair.
I *walk* to the window.
I *open* the window.

I *walk* to the desk.
I *stand* beside the desk.
I *sit* in the chair.

If the Objective Method has prepared the way, the teacher is concerned in a lesson like the above only with the task of teaching the verbs underlined. She does this through dramatization. Sitting in her chair, she pronounces distinctly the first sentence several times, and secures a concert repetition from the class. The second sentence is then illustrated with the appropriate action, and the class again repeats in concert. After a great deal of reiteration, taking two or three sentences at a time, the teacher is able to secure a concert recitation on the entire *theme*, so called, accompanying her acting-out of the ideas in the theme. Individual pupils are next called upon to take the actor's part, and the class again performs the chorus part. Needless to say, in such a performance, the one thing to be looked out for is that every one in the chorus does his share.

The Dramatic Method thus sketchily illustrated probably seems altogether too childish for

any use in a school of adult attendants. The criticism is not a valid one, however. At the very beginning, of course, the presentation must be, in a measure, childishly simple. But very soon the teacher can begin to dramatize scenes, occupations, and activities that will not lack appeal to the adult mind. Consider, for instance, the possibilities in such a list as this: —

Meal-Time	The Grocery Store
The Street-Car	The Telephone
The Ticket-Office	The Post-Office

Any one of the above, with a little stage-setting and a little equipment, furnishes a splendid topic for dramatization. Walking to and from the window sometimes strikes the immigrant as a humorous performance. But using the telephone, or patronizing the ticket-office, is no child's play; and a good teacher can rouse a very keen interest in dramatized lessons of this variety. Further suggestions as to the nature of the work are found in another chapter.

The Dramatic Method insures a great deal of movement by the teacher and pupils, and this is both necessary and good. Teachers should pro-

vide the opportunity for pupils to move about the room. The physical reaction is very helpful in awakening and sustaining class interest and in breaking down the diffidence of many immigrants. All this, however, can readily be overworked and thus defeat the purpose of its use. There is a danger, too, that the teacher will cover too much ground when using this method. An illustration of the meaning of a new word can be presented so readily that the pupils recognize the meaning without difficulty. The temptation is to hurry along through too many words and thus miss the drill-work necessary for the clinching of a new word in the pupil's mind. Experienced teachers only realize the importance of constant repetition.

3. The Vernacular Method

This method of teaching English to immigrants implies the use of the language of the pupils. It is the method most commonly used by foreign-born teachers. It has some strong advantages to commend it. It has some disadvantages also, however, and the latter seem to

outweigh the former. The advantages are as follows: —

(*a*) It allows for the immediate establishment of a bond of sympathetic understanding between teacher and pupil.

(*b*) It helps the teacher in explaining technical terms and abstract phrases.

(*c*) It affords a ready understanding of the pupil's difficulties.

Teachers of immigrants know the difficulties that inhere in the problem of teaching English idioms and abstract expressions to a class made up of several nationalities. In fact, no teacher should attempt to teach these without having learned the equivalents in the vernacular of the pupils. There are several good textbooks which contain vocabulary lists in the most common languages of the immigrants. Time should not be wasted by the teacher in attempting to teach abstract words or idioms by any other method than the vernacular. Any pupil loses interest in his work most surely when he finds it impossible to explain a special difficulty in conversation or sentence-structure to the teacher.

The teacher also realizes the helplessness of the situation. On the other hand, these difficulties are smoothed over if the teacher has some little acquaintance with the foreign tongue.

The principal disadvantage of the Vernacular Method is this: —

It deadens the pupil's self-activity. Experience under a variety of conditions has proved beyond all doubt that the use of this method weakens the learning power of the pupils. Growth in language-ability depends on voluntary attention to the subject-matter in hand. But pupils taught by a teacher who knows their native language will pay only involuntary or passive attention to the work after the novelty of the first few lessons. And this is but natural to expect. The average immigrant is tired physically when he comes to an evening school. He must exert himself to pay attention to the task in hand. If the classwork is conducted in simple, carefully chosen English, he must be alert and attentive, his mind must recognize and meet the challenge of the English words. But when the teacher speaks his language it is natural for him

to take things easy. Why need he care if he does not recognize or remember a certain word? His teacher will give him its equivalent in his own language. And the teacher generally does assist him. What is the consequence? The immigrant who is taught solely by the Vernacular Method merely recognizes English words. He does not learn them. His teacher provides him with the word in his own language when he is caught, and he very promptly forgets it because his faculties are not challenged to remember it. Under the Visual and Dramatic Methods the pupil is provided with an object or an action as the connecting link between his consciousness and the new English word. He sees the object, he handles it, he hears the English word expressing this thing, he sees the word written on the board, and then he uses the word over and over during the lesson until he has truly learned this word. Each of these actions is based on a positive act of his intelligence. Under the Vernacular Method his only act is a passive one. He asks for the equivalent, knowing that he will receive it, and experience has proved that he does not retain what he

is told. Teachers who use the Vernacular Method entirely find it very difficult to awaken any live class attention and response. Without this positive reaction from the pupils there is and can be no real progress.

The Vernacular Method is of value under certain limitations and should be used in teaching abstract words and idiomatic phrases. Further use is inadvisable. The advocate of the use of the Vernacular Method alone generally points to the failure in the teaching work in which English only is used. But this failure is almost always due not to the use of the direct conversational method, but to poor teaching presented through the medium of no real method at all.

4. The Laboratory Method

It is a bit doubtful if this can be really called another method. It probably partakes more of the nature of a scheme or device. It is the "field-trip" idea. Teachers of all kinds are appreciating more and more the value of the excursion, as a means of supplementing in concrete experience the abstract data of the textbook and the lec-

ture. This principle is just as important in teaching English to immigrants as it is in other connections.

The success of the conversational method is based more largely on the character of the objective material provided than on any other factor. The immigrant must take an interest in his work when he can make a ready correlation between the object and the new English word which represents it. Teachers can and should provide a wide variety of material in the regular classwork. But it is inevitable that there are many subjects which of their very nature cannot be adequately illustrated in class. City buildings, institutions, memorials, street scenes, etc., are the most common of the important subjects for conversation which cannot be illustrated clearly in the schoolroom. If, however, the teacher leaves school and journeys with the class to these places, she will find that her class will be benefited immeasurably and will enjoy this form of teaching more than any other. On these trips the immigrant will display a surprising interest. He will be willing to ask questions. His natural

diffidence seems to melt away and he comes nearer to his teacher's confidence than ever before. These journeys should receive considerable preliminary explanation by the teacher. The objective must be described simply, the important places written on the board, and the pupil should be encouraged to look for and remember certain definite things on each trip. This preparatory work will help in the classroom discussions about the trip in later lessons.

It goes without saying that the chief value of the "field-trip" idea lies in the opportunity it furnishes of conveying to these new arrivals some knowledge, born on the spot, of institutions, places, and customs that are met with in every-day living. The objection may be raised, of course, that the motion-picture would serve this purpose equally as well. This in a measure is true, and would be in a much larger measure true, if films were to be devised solely with the thought of their adaptation to evening-school needs. Up to date we lack any such material. Even if it should be supplied, however, the occasional "field-trip" would still prove worth while,

because of the chance it presents of allowing teacher and pupil to meet on a less formal footing than the classroom code allows.

The Laboratory Method obviously cannot be used to any great extent in a Beginners' Class. It finds its place more naturally in the work of the Intermediate and Advanced grades.

At the beginning of this chapter it was said that no one of the four types of teaching treated in the chapter furnished sufficient guidance to the teacher. The good teacher was to try to understand clearly the ends or purposes to be achieved through each and use them all intelligently. This admonition is here repeated. There is no mystic or cryptic virtue in any one of these types alone, the asseverations of the textbook writers to the contrary notwithstanding. The good teacher will rely on her own judgment as to the best method of attack, and resort to textbooks mainly for suggestions as to material that might be presented. The last few years have seen the publication of several texts for evening schools of considerable merit from this standpoint.

CHAPTER VI

READING AND WRITING

A. READING

The teaching of reading to immigrants, especially to immigrants in the initial stages of instruction, is a problem not yet satisfactorily solved. In the traditional evening school, and comparatively recently, the bulk of the time was given to reading, and a great deal of time wasted in the process. The accepted basic school upon this as the easiest thing to do. In thousands of classrooms sleepy groups of adults mechanically intoned through one page of material wholly unrelated to their needs. Eventually the day has come by which pupils could accomplish what immigrants were supposed to have overcome the first—

"I am a yellow bird. I can sing. I can fly. I can sing a song."

The modern [illegible] has [illegible] grown sensible to such [illegible]. In

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THE teaching of reading to immigrants, especially to immigrants in the initial stages of instruction, is a problem not yet satisfactorily solved. In the traditional evening school, until comparatively recently, the bulk of the time was given to reading, and a great deal of time wasted in the process. The untrained teacher seized upon this as the easiest thing to do. And in thousands of classrooms sleepy groups of adults mechanically droned through page after page of material wholly unsuited to their needs. Fortunately the day has gone by in all enlightened communities when immigrants were condemned to pore over sentences like these: —

"I am a yellow bird. I can sing. I can fly. I can sing to you."

The modern Evening-School Reader for Beginners contains no such childish material. The

content is of a character that appeals to the grown-up interests of the student, and gives him a reading-knowledge tended to suit his practical needs. But even the modern readers, taken as a whole, are as yet not quite adequate. In some the lessons are not well-graded, and the teacher finds herself every now and then over her head in difficulties. Others, while not employing the content of the old-time primer, follow its model in setting down unrelated sentences arranged without rhyme or reason. Others again are made up of lessons mechanically constructed to make use of a particular vocabulary or to illustrate a grammatical rule. There is no intention of intimating that the modern evening-school text in reading is not helpful indeed. The point is, however, that the teacher should not feel that she is doing her best work if she has her class go through the performance of reading it page after page. She should try to select for conversation-work those topics that seem best to meet the needs of the class, and then go to the textbooks, more than one of them, in order to find the lessons that naturally supplement what she has planned

to teach. Rochester, New York, has worked this plan out rather systematically, and the Rochester Leaflets are made up with the idea of centering a great deal of the work in reading round topics that have a direct, practical appeal. The reading-material just now in process of development in the military cantonments throughout the country is made up in the same way.

In classes with Beginners the first lessons in reading should be directly correlated with the conversation-lesson of the evening. Conversation-sentences are developed orally by teacher and pupil, and then written on the board. The student hears the teacher say the new word, he sees the object or the action which it represents, he speaks it in imitation, he reads it from the board. After fifteen minutes of this kind of work, the teacher is able to place on the board five or six short sentences which should be read with ease. The advantage of connecting up very closely, at first, the work in conversation and in reading is evident. The pupil knows what he is reading and the teacher's efforts can be centered on the mechanical work of articulation and pronuncia-

tion. The foreigner, it must be remembered, unlike the little child in our primary school, is not familiar in any form with the language which he is called upon to read. He is given a threefold task: First, to extract thought from language which he does not understand; second, to express the thought; third, to pronounce the words. Any one of these feats is enough to engage all his powers at one time. In the initial stages, accordingly, it helps greatly when the vocabularies of the conversation-lesson and the reading-lesson are identical.

Ideally, perhaps, the work in reading should be conducted in this way for some time, with supplementary lessons made out now and then in leaflet form by the teacher, and passed out to the class. This plan carefully followed would insure a teaching content best calculated to meet class needs. As a matter of fact, however, it is desirable to begin textbook reading rather soon. The pupil craves to hold a book in his hands. He is apparently dissatisfied with anything else. He seems to feel that he is learning English only when he is puzzling out the printed sentences.

This feeling is so strong, usually, that the failure to introduce textbook reading early in the season often results in a dwindling of the class. In the interest of lively class-interest itself, then, the teacher will do well to have recourse to reading from the book. But to make this reading-period really profitable will tax all her ingenuity. In our day-schools to-day it is generally admitted that the reading-period is the one least profitably employed. The time-honored custom of having every pupil read aloud, while the other pupils followed, or pretended to follow, until their "turn" came, has gone from the best schools. In these nowadays "silent" reading, followed by intelligent discussion and questioning, finds a large place. In work with the immigrant, especially in the lowest classes, this scheme cannot be used, obviously, very extensively. But the teacher must give thought to the proposition of making her reading-period something more vital than a succession of monotonous "recitations" by individuals. Too often this takes the form of a very individualistic performance, indeed, one pupil after another reading to the teacher in a

tone inaudible to the rest of the class. The teacher's business is to keep all the class interested all the time. In order to do this she should try, as best she can, to furnish a "motive." In day-schools this is brought about by having one pupil read to the class about something with which they are not familiar, and in which they are likely to be interested. The reader, in this situation, feels impelled to read interestingly because of his interested audience. A variation of this device may be used in evening schools. For instance, "one pupil may read to the class while the others with books closed ask questions for further information, answer questions, obey directions, summarize the reading, or by showing that they could not understand the reader, convince him that he needs further drill on pronunciation and accent."[1] Or again, the interest of the entire class may be held if the teacher adopts the practice of asking questions based on statements read by the pupil. Later on, pupils

[1] For a good discussion on this subject see Goldberger, Henry H., *How to Teach English to Foreigners*. Published by the author, Principal, School No. 18, New York City.

themselves may be called upon to ask these questions, and other pupils requested to answer them. The underlying thought is the one of "class-activity." Different teachers will secure this through different devices. But it should be secured. There is nothing more deadly in all immigrant instruction than the oral reading lesson of the unmotivated type.

The teacher should aim to secure a natural expression based on an understanding of the content. This is more readily secured when the subject-matter of the reading-lesson is closely correlated with that of the conversational work. Certain idiomatic phrases and abstract words that can't be objectified or dramatized can be given to the class through the vernacular method. The teachers can generally depend on one or two apt pupils in the class to do a little translating here. There are several textbooks which provide vocabulary lists in the most common languages. These can be used to advantage in the preparation of a lesson. Every trick and device known should be used to make the content perfectly intelligible before the business of reading begins.

In this way a natural expression is more readily developed, because the pupil understands what he reads. Incidentally, it is not a bad idea to have every oral reading-exercise preceded by a few minutes of silent reading. The teacher may, during these few minutes, assure herself that an understanding is present, by asking a few quiet questions.

The teacher should aim also to secure correct articulation and pronunciation. But this should not be overdone. The total amount of time that the teacher has at her disposal is small enough, considering what she is expected to do, and she should not expend a disproportionate amount of it on a task that is of secondary importance. The place of phonics in an evening school program is one that has been long debated. Phonic drill serves two distinct purposes: —

1. To correct foreign accent, enunciation, and pronunciation.

2. To furnish a key for the recognition of new words.

The average teacher, especially if she is a trained teacher, is apt to overdo her phonic work.

In her attempt to use it as a means of securing a better quality of speech, she is apt to forget that habits of incorrect English articulation peculiar to different foreign nationalities are probably too firmly fixed to be eradicated in the short time spent by adults in our evening schools. Corrective exercises are desirable, of course. But they should be those only that are calculated to eliminate the most glaring errors, and they should not be drilled on *ad nauseam*, as sometimes occurs. Thus, the teacher, after studying the peculiarities of her class, might make out a list like the following: —

Long *e* and *i* — *eet* for *it*
Long *o* and *i* — *som* for *some*
t and *th* — *tank* for *thank*
v and *w* — *vay* for *way*
j and *ch* — *chust* for *just*
s and *z* — *iss* for *z*
th and *f* — *fru* for *thru*[1]

She will drill pointedly on such a list. She will give exercises on the proper placing of the mouth-parts. She must know how consonants are

[1] See Goldberger, Henry H., *How to Teach English to Foreigners.*

formed, and know how to teach properly the vowels and consonants that cause trouble. But she will not interrupt continually a reading-lesson, for instance, to correct every mispronunciation that occurs. The main purpose of evening-school instruction is to give the student a means of communication with his American neighbors. This does not mean English of University grade.

The average teacher is apt also to overdo that part of her phonic work intended to provide for the recognition of new words. The child in the primary grades endures the reiteration of the phonic drill day after day, partly because he sees the connection with the reading-lesson that is to follow, and partly because he accepts it as one of those inevitable things perpetrated upon him from above. The adult in the evening school sees comparatively little sense in a reiteration of nonsense syllables. He wants to learn how to talk, or to read, or to write, by the quickest possible route. And unless the phonic exercise is so made up as to bear directly on his practical difficulties, he pays little attention to it. The teacher,

accordingly, should feel it her duty to change over her day-school method of teaching phonics. She should organize her material in such a way as to eliminate all drills that may not be directly and immediately applied. The rudimentary exercises should, of course, receive careful attention; that is, drills on consonants, short vowels, long vowels, simple letter combinations, modification through final *e*, and so on. Further than this, helpful drills may be found in the latest evening school texts.

Correct phrasing is another aim that the teacher of reading should try to approximate, but again with moderation. Evening-school reading is too often very stilted and monotonous. Experience has proven that the happiest way of improving it is through imitation of the teacher's reading. Teachers read altogether too little to the class. They should do more of this. The immigrant catches correct phrasing with surprising readiness.

The Use of the Newspaper

Something has already been said in this chapter about "motivated" reading. In this connec-

tion it may be pointed out that the daily newspaper furnishes splendid material for classroom use. Rochester, New York, reports on the use of the newspaper as follows: —

The daily paper is used in the several classes according to their needs and ability. A reproduction on the blackboard of the upper part of the first page of the local paper, giving name, date, cost, and weather, makes a good beginning. Reading headlines or simple advertisements of things in which the students are interested makes a good second step. A simple lesson on the workers who prepare the paper for us will also be found interesting.

Teachers may develop the reasons for reading the newspaper and show how it will help the students in learning to read English if they apply their knowledge as fast as it is obtained.

Students are taught to locate the "want ad" page, to read and discuss the advertisements and to answer an advertisement. Clippings are selected by the teachers for class-reading, discussion and oral reproduction. In the advanced classes the students may be taught the meaning of an editorial and led to see how the newspaper moulds public opinion. They should be taught the difference between a good, reliable paper and one that seeks to gain readers by making sensational statements.

The teacher who realizes the value of the daily paper as a medium through which much of the vocabulary taught may be reviewed in the most vital manner, has taken a long step toward success. The joy that comes to the immigrant who finds that he is able to read a few words, then a headline, and finally a simple paragraph, is one of the strongest incentives to conquer the new language he is trying to learn.

The following suggestions will indicate a method of procedure: —

1. Teach the students to find and read the name, date, price, weather, etc.
2. Teach them to look for familiar words.
3. Lead them to read the headlines and help them to understand the meaning of headlines.
4. Utilize the advertisements.
   a. In the men's classes select the advertisements that appeal to them.
   b. In women's classes use the advertisements of sales of household articles, of dry goods, etc.
5. Read and discuss "want ads" and teach the students how to use them.
6. Bring into the class selected clippings that contain vocabulary which the students have mastered.
7. Devote a short time on certain evenings to

clippings that the students have been encouraged to bring to the classroom.

It is perfectly obvious that the study of the newspaper in evening-school classrooms has a particular significance since the outbreak of the war. We need, as never before, the loyalty and unswerving support of every one, native-born and immigrant alike. Our native-born read daily of what the Government needs and what the loyal citizen must do. The non-English-speaking immigrant misses most of this information. The foreign-language press has helped out some, of course. But only some. People who have participated in Thrift Stamp drives, for instance, have come to appreciate how little the immigrant catches of the meaning of many of our war messages. The Government appeals that are constantly being sent out — to save this or that, to guard against enemies in our midst, to plant gardens, to stick to one's work, and so on — topics like these should be read in evening-school classrooms. The immigrant may not read them well. He may stumble over every second word. But he will get a great deal more than he seems

to get, and a live teacher will make reading of this kind very interesting.

B. WRITING

Under the head of Written Work for Beginners may be considered penmanship proper, copying, and dictation. Written work within limits is important, but not as important as conversation. A rough calculation as to time-allotment would assign fifty per cent of the total time to conversation-work, twenty-five per cent to reading, twenty-five per cent to writing. Prior to the war, when so many newcomers came to us, illiterate in their own language, the writing proposition was the most bothersome one that faced the teacher, because she had to start at the very beginning of things. The immigrant educated in his own tongue learns far more rapidly, because of his ability to write and spell. Recent Federal legislation has happily barred from our shores those who cannot write at least in the language of their birth. The problem of teaching English has been thus far simplified. We have in our midst to-day, however, as a result of the more

lax restrictions of bygone years, thousands of immigrants, especially immigrant women, who are totally illiterate. They cannot read or write a line in any language. The teaching of penmanship must be considered, with reference to illiterates of this class.

1. Penmanship

It need hardly be said that "penmanship" is not to be interpreted as meaning what it means in day-school terminology. Children in the grades, as a rule, practice penmanship drills and exercises daily for a period of several years. The objective in this work is presumably and properly to turn out children who have the power to write well. In evening schools the objective is simply to teach letter formation, and the combining of letters in words. Penmanship exercises and drills accordingly find no place. The teacher relies on imitation mainly. She segregates those pupils who are unable to write in their own language. They are excused from all other work, until they are able to write names and addresses in a fairly legible style. A good procedure is as follows: —

Each pupil is provided with a large sheet of paper. On it appears his name written in large letters across the top. Under the teacher's guidance, the pupil traces again and again the letters in his name. After a time he is encouraged to attempt to make a copy immediately underneath. He is interested in this task, of course, because he wishes nothing more eagerly than the ability to write his name. As soon as this feat has been achieved, the teacher begins some organized work in teaching the alphabet. Again depending on imitation, she sets a model of four or five letters. Not more should be attempted in any one lesson, and those letters should be grouped together which have a marked similarity of form. A few weeks' persistent drill will secure a measure of skill in penmanship sufficient for the immigrant's ordinary needs. Many teachers resort to home-work in this subject in order to secure further practice in it. This is very profitable, indeed, if the teacher will follow it up in a personal way. The average immigrant will practice writing over Sunday with a great deal of enthusiasm, if his teacher will look over his work,

and point out encouraging things about it. It will be readily seen that the lesson in penmanship *per se* is one that readily lends itself to out-of-school practice. Economy of time demands that a teacher avail herself of it.

2. Copying and Dictation

In classes for Beginners who have passed the stage of learning to write, the most profitable written work is copying, a great deal of it, followed later in the year by rather simple lessons in dictation. Each pupil should have his own notebook. He should copy into it the standard theme of the evening's work after each oral lesson. This cumulative file of themes provides a good assortment of work available for review reading and study in school or at home. A special part of the notebook should be set aside for vocabulary lists also. Pupils ought to acquire the habit of noting down words which present particular difficulties. Later on the pupil may transfer to this notebook copies of his dictation exercises which have been corrected by the teacher. And one part of it should be reserved for the patriotic

songs, the industrial and civic slogans, the helpful little messages for immigrants, which every wide-awake teacher will give her class during the first year. The last chapter of this book calls attention to much simple material, issued by different organizations, which the immigrant might well copy and have for his own.

Copying should prepare the way for very simple attempts at original composition. The letter is, of course, the type of original work that most interests the immigrant. Writing and answering "want" advertisements and sending telegrams appeal to him also on the score of their usefulness. The approach from verbatim copying to original work should be gradual. The following are suggestive steps: —

a. Pupils write four or five short statements answering questions from the blackboard. The questions can be so fashioned as to call for answers in almost the same vocabulary.

b. Pupils write from memory a few statements used in the class.

c. Pupils fill in words omitted from skeleton-sentences written on the board.

d. Pupils complete unfinished sentences.

Toward the end of the first year the teacher should begin to test her class through dictation exercises. These exercises will reveal weaknesses in spelling, punctuation, capitalization, and other such technicalities. The teacher should not think too much of this side of the work, however. If the pupil is able to put on paper so that they can be easily understood the thoughts that she has dictated, her teaching has been effective. This does not mean that there will be no technical errors. There may be many. But the objective in this written work, it must be remembered, is not to teach correct written language with all its niceties of spelling, punctuation, and so on. It is only to give the student the power to put on paper in understandable form the thoughts that he can express by word of mouth and read from the printed page. This distinction is here brought out because of the belief that teachers are sometimes too scrupulous in correcting written work in the evening schools. An immigrant may confuse "their" and "there" on paper, and still have his meaning perfectly clear. So, too, he may misuse punctuation marks without any great

loss in his meaning. If the sense is clear, the teacher should be content. This does not mean, of course, that she should not correct, with moderation, technical errors (especially of spelling). In upper-grade work she should most decidedly do this, because the great majority of those who attend the upper-grade classes are there because of a desire to *improve* their crude command of English. But in classes for Beginners, the wise teacher is not over-meticulous.

CHAPTER VII

SOURCES AND REFERENCES

I. Reports, Pamphlets and Leaflets issued by Commissions, Societies, etc.

1. Americanizing a City.
   Issued by the National Americanization Committee and the Committee for Immigrants in America, 29 West 39th Street, New York City.
   An interesting account of the Campaign for the Night Schools of Detroit, conducted in 1915.

2. Industrial Americanization — Why Industries Should Do Americanization War Service.
   Issued by Cleveland Americanization Committee.
   The Story of what Cleveland is doing and intending to do through the coöperation of school authorities and Americanization Committees. Contains good publicity material.

3. "Learn English" Leaflets.
   Issued by the Massachusetts Bureau of Immigration, State House, Boston.
   Printed in several languages. Good publicity material.

4. Messengers for Newcomers to the United States.
   Issued by the North American Civic League for Immigrants, 173 State Street, Boston.
   Lessons in Civics, American biography, American institutions. Printed in English and in several foreign languages.

5. Health Bulletins for Immigrants.
   Issued by the North American Civic League for Immigrants.
6. Guide to the United States for the Immigrant. John Foster Carr.
   Issued by the Immigrant Education Society in several foreign languages, 241 Fifth Avenue, New York City.

   Good material.

7. The School and the Immigrant.
   Issued by the Department of Education, New York City, Division of Reference and Research. (96 pp.)

   Very helpful. Includes a good presentation of methods of teaching English to foreigners.

8. Report of the Commission of Immigration (Massachusetts).
   Boston: Wright & Potter, 1914.
9. Report of the Commission of Immigration (New York).
   Albany, 1909.
10. How to Become an American Citizen (Leaflet).
    Issued by Houghton Mifflin Company.

    Very simple and concise.

11. Bulletins of the Immigration Committee of the Chamber of Commerce of the United States, 29 West 39th Street, New York City.

    Helpful and informing.

12. Bulletins of the National Americanization Committee, 29 West 39th Street, New York City.

Give the latest information available about the Americanization movement.

13. American First Campaign Schedules.
Issued by the Division of Immigrant Education, United States Bureau of Education. (1917.)

Data for organization and publicity methods in promoting Americanization.

14. Recent Progress in the Education of Immigrants. Wheaton.
Reprint from the Report of the United States Commissioner of Education, Washington, D.C. (1914.)

A keen analysis of the educational situation prior to 1914. Helpful.

15. Americanization as a War Measure.
Bulletin 1918, No. 18, United States Bureau of Education.

Interesting report of a National Conference held in Washington in April, 1918.

16. Bulletins and Leaflets issued by the State Board of Labor and Industries (Massachusetts).

Very helpful material for immigrant classrooms. Pointed instructions along sanitary and "safety-first" lines.

II. Courses of Study, Syllabi, etc.

1. How to Teach English to Foreigners. Goldberger, Henry H.

Published by the author, Principal Public School, No. 18, New York City. (1918.)

Probably the best outline of content and method in print. Every teacher of English to immigrants should know this pamphlet.

2. The Rochester Plan of Immigrant Education. Charles E. Finch.

Reprint from the twelfth Annual Report of the New York State Education Department, Albany. 1916.

Very helpful. Valuable suggestions as to content, and directions as to methods. The well-known "Rochester Leaflet" discussed.

3. Information for Immigrants in Detroit, Preparing to be American Citizens.

The Detroit Chamber of Commerce.

An attractive booklet full of interesting material for immigrants with a knowledge of English.

4. Books for Foreigners Learning English.

(A catalogue.) The Detroit Public Library.

5. Studies for Immigrants.

A Reader for Immigrants with some knowledge of English. Charles Roads. The Abingdon Press, New York.

Has some rich material.

6. Americanization — A Discussion of Present Conditions, with Recommendations for the Teaching of Non-Americans. Charles R. Paull.

The Solvay Process Company, Syracuse, New York.

7. Standards and Methods in the Education of Immigrants.

   Issued by the Division of Immigrant Education, United States Bureau of Education, Washington, D.C. (1916.) Prepared by H. H. Wheaton, Specialist in Immigrant Education.

8. English for New Americans.

   A Course of Study Issued by the Department of University Extension, State Board of Education, Massachusetts.

   Simple lessons, and instruction sheets for teachers.

9. English for American Citizenship.

   Issued by the Department of University Extension, State Board of Education, Massachusetts. (July, 1918.)

   Sets forth the plans of the Department in furnishing Immigrant Education throughout the State, and suggests plans through which Industry can assist.

10. Civics for Naturalization.

    A Course of Study Issued by the Department of University Extension, State Board of Education, Massachusetts. (July, 1917.)

11. Civic Lessons for American Citizenship.

    Issued by the Massachusetts Bureau of Immigration, State House, Boston.

12. Professional Course for Service among Immigrants.

    Issued by the Committee for Immigrants in America, 29 West 39th Street, New York City.

    Suggestive and comprehensive. Very valuable reading references.

13. Syllabus for Teaching English to Foreigners.
    Department of Education, New York City.
14. A Report on an Experiment in Americanization of Foreign-Born Women.
    Issued by the State Commission of Immigration and Housing, California. (1917.)
15. Method of Teaching English to Adult Foreigners.
    Issued by the same.

III. Texts for Evening Schools

The following list does not pretend to include every text published for evening schools. It is confined in the main to texts in reading and English. Several very good books in the field of Civics are to-day on the market, but are not listed here because no discussion of the teaching of Civics has appeared in this manual. Obviously no one of the texts listed can, with propriety, be especially recommended. Taken by and large, they are all satisfactory, though in varying degrees. The judgments passed upon them are not intended to be dogmatic. These judgments are based on the following criteria: —

1. As to subject-matter.
    a. Content should be adapted to the interests and the practical needs of an adult immigrant.
    b. Sufficient review assignments should be provided for.
    c. The degree of difficulty should be adapted to the ability of the average pupil — not childish — not over ambitious.

d. Book should show careful grading in difficulty of successive lessons.

2. As to form of presentation.
   a. Topics should be arranged in the order of their relevancy to the pupil's practical needs.
   b. Type should be large in view of the generally unfavorable lighting facilities in evening schools.
   c. There should be frequent illustrations — telling — largely photographic.

1. Austin, Ruth. *Lessons in English for Foreign Women.* American Book Company.

Well-graded lessons, with vocabulary of particular interest to women.

2. Beshgeturian, Azniv. *Foreigner's Guide to English.* World Book Company.

A good text. The preface contains a helpful summary of the recognized difficulties of immigrants in learning English. Valuable teaching pointers are offered in Conversation, Phonics, and Memory Work. The choice of subject-matter is very practical because of its fitness to the daily vocabulary needs of the immigrant. Phonic drills are presented in an orderly and exhaustive plan. Review assignments occur at regular intervals in the form of review sentences. The advance in the degree of difficulty is moderate and suited to the ability of the average immigrant.

3. Burke, B. H. *First Book for Italians.* Babb & Co.
4. Cole, R. E. *Everyday English for Every-coming American.* Y.M.C.A. Cleveland, Ohio.
5. Field and Coveney. *English for New Americans.* Silver-Burdett Co.

Particularly commendable for its gradual development in difficulty in vocabulary and sentence structure. Grammatical

forms exhaustively treated in general reading matter. Very generous treatment of subject-matter pertaining to home interests of pupils. Book accomplishes aims set down in preface. Shows the practical treatment of a teacher in the work. Should be especially helpful in rudimentary work with Beginners. Splendid supplementary vocabularies in ten different languages.

6. Houghton, Frederick. *First Lessons in English for Foreigners.* American Book Company.

A practical book for the teacher. Common objects — minerals, tools, etc. — are used to illustrate sentence-building. Illustrated with views of cities and industries. Vocabulary in English, German, Polish, Italian, and Yiddish.

7. Markowitz and Starr. *Everyday Language Lessons.* American Book Company.

Content is adapted to the interests of adult pupils in the reading-lessons better than in the preliminary rudimentary work. Phonic work is presented in an exhaustive and practical treatment. Review drills in vocabulary are frequently very helpful. The elementary work for Beginners is carefully outlined and presented. The content and aim in some lessons do not appeal to the adult foreigner. The reading-lessons, however, meet this situation splendidly.

8. O'Brien, S. R. *English for Foreigners.* Houghton Mifflin Company.

Book I. This book has been used in many cities during the past five years. It has proven helpful in the hands of *experienced* teachers. The content of the lessons presents much that is informational for immigrant pupils, but does not attend to their urgent needs in vocabulary for work and travel. The latter part of the book is better adapted to an Intermediate Class. The early rudimentary work is well within the powers of the Beginner. The jump in the degree of difficulty from there on, however, has proven to be a serious stumbling-block for most classes. Minimum essentials in *language forms are well presented.* The review lessons may well be varied and amplified by the teacher.

9. Price, Isaac. *Direct Method of Teaching English to Foreigners.* Frank Beattys & Co.

This textbook for Beginners is one of the most successful evening-school books recently published. The author displays a genuine sense of contact with the average immigrant, his needs and their solution.

10. Prior and Ryan. *How to Learn English.* The Macmillan Company.

Lessons always centered on some interesting situation within the experiences of the pupils. Lack of any phonic drill helps. Reviews are exhaustive, but not frequent. Increase in difficulty of vocabulary is apt to be unsuited to the average class. Each lesson contains a list of new vocabulary words — a connected paragraph — and a set of questions and answers. Good teaching in the form of strong questions.

11. Roberts, Peter. *English for Coming Americans* (Book I). Y.M.C.A.

Illustrates one particular method. Useful mainly for the teacher.

12. Sharpe, Mary F. *First Reader for Foreigners.* American Book Company.

Good sentence drill, but no connected reading. Very simple English. Good illustrations.

NOTE: For a more complete list see *Teaching English to Aliens.* A bibliography of textbooks, dictionaries, and aid to librarians. Issued by United States Bureau of Education. Bulletin No. 39. (1917.)

IV. BOOKS OF GENERAL REFERENCE

1. *The School and the Immigrant.* Miller. Survey Committee of the Cleveland Foundation.
2. *Our Slavic Fellow Citizens.* Balch. Charities Publication Committee, New York.

3. *The Promised Land.* Antin. Houghton Mifflin Company.
4. *The Jews in America.* Peters. John C. Winston Co.
5. *Jewish Life in Modern Times.* Cohen. Dodd, Mead & Co.
6. *On the Trail of the Immigrant.* Steiner. Fleming A. Revell & Co., New York.
7. *The Immigration Tide.* Steiner. Same.
8. *The New Immigration.* Roberts. The Macmillan Company.
9. *Immigration.* Fairchild. The Macmillan Company.
10. *Immigration.* Hall. Henry Holt & Co.
11. *Immigration and Labor.* Hourwich. G. P. Putnam's Sons & Co.
12. *Races and Immigrants in America.* Commons. The Macmillan Company.
13. *The Immigration Problem.* Jenks and Lanck. Funk & Wagnalls Company.

V. Magazines

1. *The Immigration Journal.* Published monthly by The Immigration Journal Company, 3456 Macomb Street, Washington, D.C. $1 per year.
2. *Immigrants in America Review,* Published quarterly by the Committee for Immigrants in America, 20 West 34th Street, New York City. $2 per year.

Note: For references to special articles in current magazines see:

(*a*) "Pamphlets on Americanization." A leaflet

issued by the National Americanization Committee, 29 West 39th Street, New York City.

(*b*) "Professional Course for Service Among Immigrants." Issued by the Committee for Immigrants in America, 20 West 34th Street, New York City.